BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

Tiếng Anh 12

SÁCH GIÁO VIÊN

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – VŨ HẢI HÀ (Chủ biên)
CHU QUANG BÌNH – HOÀNG THỊ HỒNG HẢI
ĐỖ TRỌNG HOÀNG – NGUYỄN THỊ KIM PHƯỢNG

Tiếng Anh 12

SÁCH GIÁO VIÊN

(Tái bản lần thứ nhất)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

CONTENTS

INTRODUCTION 3

UNIT 1: LIFE STORIES WE ADMIRE 8

UNIT 2: A MULTICULTURAL WORLD 28

UNIT 3: GREEN LIVING 50

REVIEW 1 70

UNIT 4: URBANISATION 80

UNIT 5: THE WORLD OF WORK 102

REVIEW 2 122

UNIT 6: ARTIFICIAL INTELLIGENCE 131

UNIT 7: THE WORLD OF MASS MEDIA 151

UNIT 8: WILDLIFE CONSERVATION 173

REVIEW 3 193

UNIT 9: CAREER PATHS 202

UNIT 10: LIFELONG LEARNING 222

REVIEW 4 241

TIẾNG ANH 12 - SÁCH BÀI TẬP, KEY 250

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

INTRODUCTION

Tiếng Anh 12 Global Success is the third level of a three-level English language course for Vietnamese students in upper secondary schools. It follows the systematic, cyclical, and theme-based curriculum issued by the Ministry of Education and Training accompanying Circular No 32/2018/TT-BGDĐT, on 26th December 2018. The aim of this series of textbooks is to develop students' language skills (listening, speaking, reading, and writing) as well as communicative competence so that on completion of upper secondary school, students will achieve level three of the Vietnamese Foreign Language Competence Framework (equivalent to level B1 in the Common European Framework of Reference for Languages).

COMPONENTS OF TIẾNG ANH 12 GLOBAL SUCCESS

The components include a Student's Book, a Teacher's Book, a Workbook, and a CD.

STUDENT'S BOOK

The Student's Book contains:

- a book map which provides information about the structure of the textbook and the sections of each unit;
- ten topic-based units, each comprising eight sections to be taught in eight 45-minute lessons;
- four reviews, each providing revision and further practice of the language and skills learnt in preceding units, including some exam practice;
- two appendices providing useful communication strategies and language for classroom conversations and discussions, and useful exam strategies;
- a bilingual glossary of keywords related to the unit topics, including phonetic transcription and explanations of their meanings in Vietnamese.

TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching every part of each unit and suggestions for teaching techniques, which teachers can use depending on their teaching contexts. It also provides the answer keys to the activities in the Student's Book, suggested answers for speaking and writing activities, and the audio scripts for the listening tasks in the Student's Book. In addition, there are extension activities that are planned as part of the lesson to extend and emphasise the language point or skill in focus. The answer key to the Workbook tasks is also included in the Teacher's Book.

WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers further practice of the language and skills taught in class, and four additional tests for students' self-assessment. Most of the activities in the units and all the questions in the tests follow the format of the National Upper-secondary School Exam Paper. This will help students to prepare for this important exam by getting familiar with the exam task types and the skills they test.

CD

The CD includes the audio for the listening activities and the recordings of the reading texts.

THE STRUCTURE OF EACH UNIT

The Student's Book consists of 10 units. Each unit starts with an overview of the language and skills points, the communication and culture / CLIL topics, and the project, and includes eight sections providing input for eight 45-minute lessons. These theme-based units are designed to provide students with memorable lessons and enjoyable learning experience.

It is also noteworthy that many of the tasks in the textbook, especially in the Reviews, resemble common task types found in the National Upper-secondary School Exam Paper. This will help students to familiarise themselves with the exam format and prepare for this important exam. Students are encouraged to refer to Appendix 2, which provides useful strategies for dealing with specific task types.

SECTION 1: GETTING STARTED

Getting Started is the first section of the unit. It begins with a conversation which introduces

the unit topic, some target vocabulary, and the grammar items. This is followed by a number of activities for checking students' comprehension and helping them identify and/or practise the vocabulary and grammatical structures presented in this section.

SECTION 2: LANGUAGE

The **Language** section comprises three subsections: **Pronunciation**, **Vocabulary**, and **Grammar**.

In the **Vocabulary** and **Grammar** subsections, some of the vocabulary and grammar points presented in **Getting Started** are now practised in more depth. In addition, some new ones are taught so that students can expand their vocabulary and grammar knowledge, and have more language items at their disposal later in the unit. In the **Pronunciation** subsection, students are given the opportunity to practise vowel combinations, sentence stress, homophones, linking sounds, assimilation and intonation patterns, which are considered to be aspects of pronunciation difficult to master by learners.

When teaching these subsections, it is advisable that teachers focus students' attention on the three aspects of a new language point – form, meaning, and use. The three aspects of the **Grammar** points are summarised in the **Remember!** boxes, and extra examples are provided. There are both form-focused and meaning-focused activities, the former of which assist students in using grammar accurately while the latter help students in using grammar communicatively. In the **Vocabulary** subsection, a special emphasis is also given to collocations or words that are often used together, which students need to learn to sound more natural and idiomatic. In some **Pronunciation** subsections, there are also **Remember!** boxes, which provide useful explanations and more examples related to the pronunciation points.

SECTION 3: READING

This section is designed to help students develop their reading comprehension skills. The reading text also provides students with more language and ideas about the topic, which they can use later in the **Speaking** or **Writing** lessons.

Although the division between the stages is not explicit, the **Reading** section follows a three-stage teaching approach: pre-reading, while-reading, and post-reading. There are four or five activities in each **Reading** lesson.

The first one is always a pre-reading activity. It introduces the topic of the reading text, providing students with an opportunity to brainstorm ideas about the topic and activate their prior knowledge about it. It also helps to get students involved in the **Reading** lesson.

The next two or three activities are the while-reading stage. The most useful reading skills of understanding word meanings from context, identifying main ideas, finding specific information, etc. are practised through a variety of task types such as choosing the best title for the text, multiple choice, true/false, comprehension questions, and gap-fills.

The last activity in the **Reading** section is the post-reading stage. It is usually a pair or group discussion activity, which asks students to express their own ideas or opinions, or share their own experiences about the issue presented in or related to the reading text. This helps students both gain a deeper understanding of the text and practise the language used there. This activity also provides opportunities for developing students' critical and creative thinking.

SECTION 4: SPEAKING

The **Speaking** section follows the **Reading** one, so students can use the ideas and apply the language they have learnt in the speaking activities. There are three or four activities in this section. Many of the vocabulary items and grammatical structures needed for the speaking tasks are presented and practised in Sections 1 and 2. In addition, the speaking activities in most units are organised and sequenced in such a way that they are linked with the activities in the **Reading** section and some of the ideas and language in the reading text can be used for the speaking practice. In some units, the **Speaking** and **Reading** sections share the same text type or comparative thinking skills, such as life

stories/biographies in Unit 1, and comparison and contrast discussion questions or problem-solving in Units 4 and 7.

The activities become less and less controlled in the flow of the lesson. The language and ideas are built up through engaging activities, and examples are given when necessary, so that in the last activity students are fully prepared for free production of the topic language. In all speaking activities, students are encouraged to apply their knowledge to the situation and share their own experiences when discussing the topic; therefore, the output is highly personalised. Students are encouraged to refer to Appendix 1, which provides different communication strategies for starting, developing, and maintaining, as well as ending their conversations or discussions more effectively and naturally.

SECTION 5: LISTENING

Like **Reading**, the **Listening** section consists of four or five activities representing the three stages of the lesson: pre-listening, while-listening, and post-listening. In most units, the aim of the first activity is to pre-teach vocabulary and prepare students for the listening activities which follow. In other units, the first one or two activities aim to draw students' attention to the topic of the lesson, making them interested in the content of the listening text. This is also a chance for students to share with their peers what they already know about the topic.

The next two activities are the while-listening stage of the lesson and provide students with practice of listening for main ideas, specific information, people's attitudes, and instructions. There are also tasks that help students learn new vocabulary or other meanings of previously encountered words and phrases in meaningful contexts. The most common task types are true/false, multiple choice, comprehension questions, sequencing, and gap-fills.

The last activity, which is also the post-listening stage, aims to provide more opportunities for students to demonstrate understanding of the listening text and relate what they have learnt to their own experience and express their opinions. Like the post-reading discussion questions, this activity also provides opportunities for developing students' critical and creative thinking.

SECTION 6: WRITING

The **Writing** sections review text types from previous levels, such as opinion essays and articles, and introduce some new ones, namely biographies, problem-solving reports, graph and chart descriptions, job application letters and CVs. A new skill, which is synthesising and summarising information from different sources, is also integrated into the writing sections focusing on biographies and articles.

When a new text type is introduced, there are usually three activities. In the first activity, students are encouraged to brainstorm ideas about a theme related to the one in the **Listening** section. The second activity may provide a model of the text type, using some of the ideas generated in the first activity. The model text activity is designed to focus students' attention on the structure of the text, the content of each part and the key features of the text type. In addition, a **Tips** box may be included to further explain the key features of the text type, as well as provide some useful language. Finally, students are asked to produce their own text of around 120–200 words, using the model and ideas they have brainstormed in the pre-writing activities. This approach to writing provides learners with useful guidance so that they feel more confident and are better equipped to deal with the challenges of the writing task.

When a text type is revisited, a model is no longer deemed necessary. Therefore, there are only two activities, the first of which is to generate ideas for writing, followed by the main writing task. An outline is also provided in the second activity to remind students of the typical structure of the text type and to support them in their writing.

In the writing lessons which aim to develop the skill of synthesising and summarising information, the first activity or activities help students to collect and combine information from different sections of the unit, which they can later use in writing. In the last activity,

students produce their own texts in the form of a biography or an article, using the ideas and information they have synthesised earlier.

SECTION 7: COMMUNICATION AND CULTURE / CLIL

This section is divided into two subsections: **Everyday English** and **Culture / CLIL**.

The **Everyday English** subsection gives students the opportunity to practise common language functions used in daily life. Students are given short model conversations to listen to and complete. This is followed by a pair-work activity, in which they make their own conversations based on real-life situations related to the unit topic.

The **Culture / CLIL** subsection provides students with cultural knowledge about the ASEAN countries and English-speaking countries around the world. It also develops Content and Language Integrated Learning (CLIL), featuring engaging content from a range of different subject areas such as history, geography, or science related to the topics of the units. Through reading interesting texts, students get information about cultural aspects of the unit topic and learn about how others live and learn. We recommend that teachers use the KWL (Know-Want-Learn) method to teach the reading text in this subsection. This involves activating their prior knowledge or what they **Know**, questioning what they **Want** to know, and ending with what they **Learn** about the topic. In the second activity of this subsection, by discussing in pairs and comparing features of Vietnamese culture with those of other countries, students also broaden their knowledge about the world and develop a deeper understanding of their own culture.

SECTION 8: LOOKING BACK & PROJECT

This section consists of two subsections: **Looking Back** and **Project**.

The **Looking Back** subsection is designed for revision and consolidation of the unit language. It begins with a pronunciation activity which is aimed at checking students' ability to recognise and use the pronunciation topics they have learnt, such as vowel combinations, sentence stress, homophones, linking sounds, assimilation and intonation patterns. The words or phrases in this activity are often taken from the reading or listening texts, or other parts of the unit. The vocabulary and grammar activities focus on the key vocabulary and grammar points learnt in the unit and aim at checking students' understanding of the meaning, form, and use of the words/phrases and grammatical structures in meaningful contexts.

The exercises in this section can be assigned as homework. Then, in class, teachers can only check students' answers and give explanations if necessary. This will save time for the **Project** part of the lesson.

In the **Project** subsection, students are asked to get involved in real-world tasks such as doing research on relevant topics, designing leaflets to promote eco-friendly habits or carrying out surveys to collect information about school-leavers' career choices. Since the project tasks usually involve teamwork, students also develop collaborative skills and build team spirit. Much of the work for the project can be done outside the classroom, at home, or during break time. Teachers can also set aside some class time for students to share the results of their project work. Conveying their ideas and information to an audience can also help students improve their presentation skills.

THE STRUCTURE OF EACH REVIEW

Each review consists of two main sections: **Language** and **Skills**.

In the **Language** section, the main pronunciation features, vocabulary items, and grammar points introduced in the previous two or three units are reviewed. The **Skills** section revisits the themes and topics introduced in the previous two or three units, and helps students improve their reading, speaking, listening, and reading skills through common exam task types. In this section, the speaking tasks follow the listening ones, so students can use the ideas they have learnt in the listening to complete the speaking tasks. In a similar way, the writing tasks ask students to make use of the language and ideas from the reading tasks.

It is also noteworthy that most of the tasks in the Reviews resemble common task types found in the National Upper-secondary School Exam Paper. This will help students to familiarise themselves with the exam format and prepare for this important exam.

NOTES ON TEACHING METHODOLOGY

The teaching of both the language skills and language elements involves a three-stage process. The pre-, while-, and post-stages are recommended for the **Reading** and **Listening** lessons. In the **Language** lessons, the process mirrors the presentation-practice-production (PPP) structure. This three-stage process is also applied in the **Speaking** and **Writing** lessons, in which the first and second stages are designed to provide the model and the language and/or ideas students will need to perform the speaking or writing task in the third stage. When applying the three-stage approach or the PPP method, teachers should show understanding of the prior knowledge, beliefs and expectations that students bring to class, and the need to develop self-awareness, self-reflection, critical thinking, and learning strategies.

Students' talking time should be maximised, and interactions between students should be facilitated. Teachers can use different question types to elicit ideas from students and guide them in the process of practising the language.

Vocabulary and grammatical items should be presented and practised in meaningful contexts. Focus should be on use as well as on form and meaning.

The use of pair work and group work should be used appropriately so that students have more opportunities to practise the language in class. However, input should be provided with clear instruction and demonstration before students are asked to work in pairs or groups.

The use of group work should also be used to help develop students' team spirit and teamwork skills. Due attention should be paid to both cooperation and competition when students are asked to work in pairs or groups.

Problems of mixed-ability classes should be dealt with by using multi-tiered tasks so that students are assigned tasks suitable for their levels. In this way, both the weaker and the stronger students are encouraged to contribute to the lesson.

Although the **Project** is at the end of the unit, preparations for it should start right after the first lesson, when the topic and core language points have been introduced. At the end of the **Getting Started** lesson, teachers should inform students about the final product of the project and how students can prepare for it. There are mainly three types of projects in this book: 1) research projects: students collect information to organise and present; 2) surveys: students do a survey, and report the results to the class; 3) visual presentations: students design a visual story, poster or leaflet, and present it to the whole class. However, the focus of project teaching is not only on the final product, but also on the process of preparing for it. Based on the type of project in each unit, teachers can divide the preparation into phases so that they can monitor students' progress and provide timely support. Students' project presentations should be assessed by themselves, their peers, and the teacher. The peer-assessment and self-assessment checklists provided in the Teacher's Book should be given to students beforehand so that they can prepare for their presentations better. Self-assessment is very important as it involves students reflecting on their learning progress and helps them take ownership of their learning. At the end of each project, encourage students to think about what they have learnt and what they could have done better.

Note: Students should write answers to activities or take notes in their notebooks, not in their textbooks.

Unit 1

LIFE STORIES WE ADMIRE

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and pronounce the diphthongs /eɪ/ and /əʊ/ in words and sentences;
- understand and use phrases related to life stories;
- use the past simple and the past continuous correctly;
- read for main ideas and specific information in an article about Steve Jobs' life and achievements;
- talk about the lives of two national heroes of Viet Nam;
- listen for main ideas and specific information in a talk about Walt Disney's life;
- synthesise and summarise information from different sources to write a biography of Walt Disney;
- express pleasure and respond to it;
- learn about the lives and achievements of three famous queens in world history;
- design a visual story of a person's life and present it to the class.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- If this is the first class of the school year and you are your Ss' new teacher, introduce yourself. Then have Ss introduce themselves using some icebreaker activities, for example:
  – Hobbies: Call out different hobbies, e.g. cooking, swimming, playing football, dancing, and have Ss raise their hands if they pursue that hobby. Count and write the number of people who share hobbies on the board.
  – True or false: Have each student write three statements about themselves – two true and one false. They take turns to read them while the rest of the class try guessing which one is false, e.g. *My favourite subject is maths. I love listening to music. I have been to Paris.*
- Alternatively, do some warm-up activities, for example:
  – What you did during the summer holiday: Invite a student to the front of the class. Have the class ask *Yes/No* questions about his/her holiday, e.g. *Did you go to the beach? Did you see the caves?* Then have the class guess where he/she went during the summer holiday.
  – My plan next year: Ask Ss to write on Post-it notes or small pieces of paper what they plan to do after finishing secondary school, e.g. *I will go to university. I will help my parents on the farm.* Have Ss put their 'plans' in a box. Pick some of them and read them aloud to the class. Have the class guess whose plans they are. Allow three guesses, then reveal the person. Give encouragement and some advice, e.g. *That's a great choice. You should definitely go to university. But you need to work hard and have a good study plan for the exam.*
- To raise Ss' interest in the unit and activate their prior knowledge, put up pictures of some famous people in the same field or category, e.g. Einstein, Edison, and Marie Curie (famous scientists) or President Ho Chi Minh, General Vo Nguyen Giap, Vo Thi Sau (national heroes), and have Ss guess the topic. Emphasise the importance of learning about the lives of famous people, which will inspire us to achieve our goals. Their life stories could also set good examples of creativity, bravery, etc. for us to follow. Introduce the topic of the unit (*Life stories we admire*).
- Then ask Ss to open their books at page 8. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and Culture/CLIL topics, and the project.

THE DIARY OF DANG THUY TRAM

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar point to be learnt in the unit.

I GETTING STARTED

The diary of Dang Thuy Tram

1 Listen and read.

Mark: Hi, Nam. Your book must be very interesting. What are you reading?

Nam: I'm reading a really good book in English called *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram.*

Mark: Dang Thuy Tram? Who is she?

Nam: She was born in Hue in 1942. She studied medicine in Ha Noi, and volunteered to join the army at the age of 24, working as a surgeon during the resistance war against the US.

Mark: That's when she started her diary, isn't it?

Nam: Yes. She wrote her diary while she was working in a field hospital in Quang Ngai Province. The diary contains personal accounts of her experiences during the war, and shows her love for her family and country.

Mark: Wow! It sounds interesting. Is she still alive?

Nam: Unfortunately, she was killed by the enemy while she was doing her duty in the jungle in Quang Ngai Province. She was only 27 then.

Mark: Oh, that's really sad. But how did people find her diary?

Nam: An American soldier found it and saved it from being burnt. Then more than 30 years after Tram's death, a copy was returned to her mother. The diary was published in Viet Nam in 2005. It has also been translated into several other languages.

Mark: That's amazing!

Nam: Now she is considered a national hero for devoting her youth and whole life to saving other people's lives in the war.

Mark: Can you lend me the book when you finish reading it? I'd like to read it myself.

Nam: Sure!

- Ask Ss to look at the picture, the heading, and the conversation, and ask questions, e.g. *Who are the speakers?* (Nam and his friend Mark) *What do you think they are discussing?* (a book Nam is reading, or the person in the picture) *Who is the person in the picture?* (a woman called Dang Thuy Tram) *Do you know anything about her?* (Yes, she was a brave young doctor who worked for the People's Army of Viet Nam.).
- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to life events, e.g. *was born, join the army, working as a surgeon.*
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Ask two or three pairs of Ss to read the conversation aloud.

Audio script – Track 1:

Mark: Hi, Nam. Your book must be very interesting. What are you reading?

Nam: I'm reading a really good book in English called *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram.*

Mark: Dang Thuy Tram? Who is she?

Nam: She was born in Hue in 1942. She studied medicine in Ha Noi, and volunteered to join the army at the age of 24, working as a surgeon during the resistance war against the US.

Mark: That's when she started her diary, isn't it?

Nam: Yes. She wrote her diary while she was working in a field hospital in Quang Ngai Province. The diary contains personal accounts of her experiences during the war, and shows her love for her family and country.

Mark: Wow! It sounds interesting. Is she still alive?

Nam: Unfortunately, she was killed by the enemy while she was doing her duty in the jungle in Quang Ngai Province. She was only 27 then.

Mark: Oh, that's really sad. But how did people find her diary?

Nam: An American soldier found it and saved it from being burnt. Then more than 30 years after Tram's death, a copy was returned to her mother. The diary was published in Viet Nam in 2005. It has also been translated into several other languages.

Mark: That's amazing!

Nam: Now she is considered a national hero for devoting her youth and whole life to saving other people's lives in the war.

Mark: Can you lend me the book when you finish reading it? I'd like to read it myself.

Nam: Sure!

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to read the statements and underline the keywords in each one.
- Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out the correct answer, and explain the evidence used.
- Have Ss work in pairs to discuss and compare their answers.
- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.

2 **Read the conversation again and circle the correct answer to complete each of the sentences.**

1. Dang Thuy Tram was born in Ha Noi/Hue.
2. Tram wrote about/operated on injured soldiers during the war.
3. She died when she was very young/old.
4. An American soldier kept her diary for 27 years/more than three decades before returning a copy to her family.

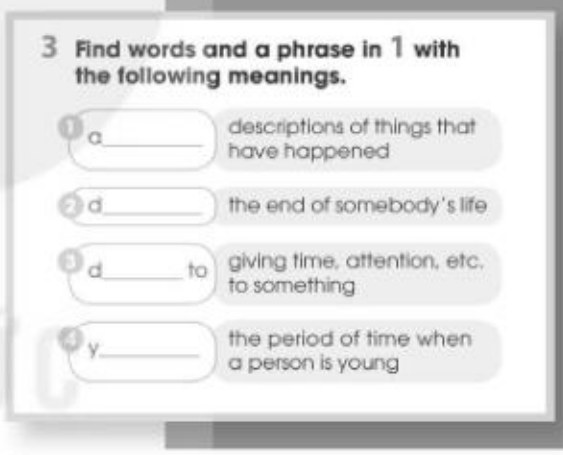
Key: 1. Hue 2. operated on 3. young 4. more than three decades

Extension: Call out sentences from the conversation or other statements related to it, but make mistakes, e.g. *Nam is reading a novel about Dang Thuy Tram.* Have Ss stand up when they hear a mistake and say *No!* Invite a student to correct the mistake, e.g. *Nam is not reading a novel. He's reading a diary written by Dang Thuy Tram.* In stronger classes, vary the game by having Ss say the wrong statements.

ACTIVITY 3

Aim: To introduce words related to life stories and events.

- Have Ss look at the first letter of each word. Explain that these words are related to life stories and events, and they are all in the conversation in **1**.
- Ask Ss to read the definitions and look for the words in the conversation.
- In weaker classes, provide the number of letters of each word.
- Check answers as a class.


3 **Find words and a phrase in 1 with the following meanings.**

1. a_____ descriptions of things that have happened
2. d_____ the end of somebody's life
3. d_____ to giving time, attention, etc. to something
4. y_____ the period of time when a person is young

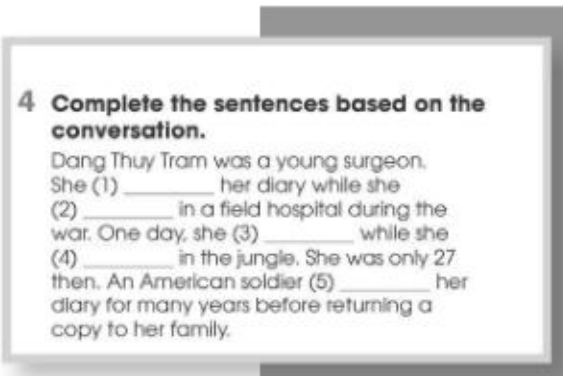
Key: 1. accounts 2. death 3. devoting 4. youth

Extension: In stronger classes, ask Ss to choose other words/phrases from the conversation and play a guessing game in pairs or groups. Ss take turns to describe their chosen word while their partners or group members try to guess it, e.g. *a group of soldiers (army), a doctor who can perform medical operations (surgeon).*

ACTIVITY 4

Aim: To help Ss identify the past simple and the past continuous.

- Tell Ss to read the summary and check understanding.
- Ask Ss to complete the sentences, using words and phrases from the conversation in **1**.
- Check answers as a class.
- Elicit the verb tenses, i.e. past simple and past continuous.


4 **Complete the sentences based on the conversation.**

Dang Thuy Tram was a young surgeon. She (1) _____ her diary while she (2) _____ in a field hospital during the war. One day, she (3) _____ while she (4) _____ in the jungle. She was only 27 then. An American soldier (5) _____ her diary for many years before returning a copy to her family.

Key: 1. wrote 2. was working 3. was killed 4. was doing her duty 5. kept

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books at the last page of Unit 1, the **Project** section, look at the pictures and say what the topic of the project is (*Visual stories*).
- Explain the project requirements: in groups, Ss will have to design a visual story about a person's life and then give an oral presentation of their story in the last lesson of the unit. Explain that visual storytelling uses images, videos, graphics, and other visual content to grab the audience's attention, and provoke thoughts and emotions. Tell Ss that they are free to choose the format they can use to present their visual stories, e.g. posters, short comic strips, or PowerPoint slides. Ss will display their visual stories in the classroom in advance. One representative from each group will stand next to it. The rest will walk around, look at the visual stories and talk to the representatives if they want to learn more about them. Then the class will go back to their seats and vote for the best visual story.
- Suggest some steps Ss can follow: 1) Collecting information by searching the Internet, reading magazines, etc.; 2) Organising the ideas and visuals, and designing their posters/comic strips/ PowerPoint slides; 3) Practising presenting their visual stories and answering questions about the person's life.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. *born in, educated at, worked as, lived in, travelled to,* and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

PRONUNCIATION

DIPHTHONGS /eɪ/ AND /əʊ/

II LANGUAGE

Pronunciation

Diphthongs /eɪ/ and /əʊ/

1 (2) Listen and repeat. Then practise saying the words.

/eɪ/	/əʊ/
age	soldier
saved	wrote
translated	hero
against	shows

ACTIVITY 1

Aim: To help Ss recognise and practise words with the diphthongs /eɪ/ and /əʊ/.

- Call out minimal pairs of words, e.g. *pen* vs. *pain*, *bot* vs. *boat*. Ask Ss to tell you how they differ, e.g. *They differ in the middle sound: the first one is a simple vowel while the second one is a complex vowel or diphthong.*
- If necessary, explain what a diphthong is, i.e. a gliding sound beginning as one vowel sound and moving to another vowel sound.
- Ask Ss to listen to the recording. Have them pay attention to the words which contain the diphthongs /eɪ/ (blue) and /əʊ/ (orange).
- Ask Ss to listen to the recording again, but this time, have them repeat the words.
- Tell Ss that the /eɪ/ and /əʊ/ sounds have various spellings, such as:

/eɪ/	/əʊ/
– 'a_e' as in *age, save*	– 'oa' as in *boat, coach*
– 'ai' as in *aim, again*	– 'ow' as in *snow, growth*
– 'ay' as in *play, essay*	– 'ou' as in *although, shoulder*
– 'ei' as in *eight, vein*	
– 'ea' as in *break, great*	

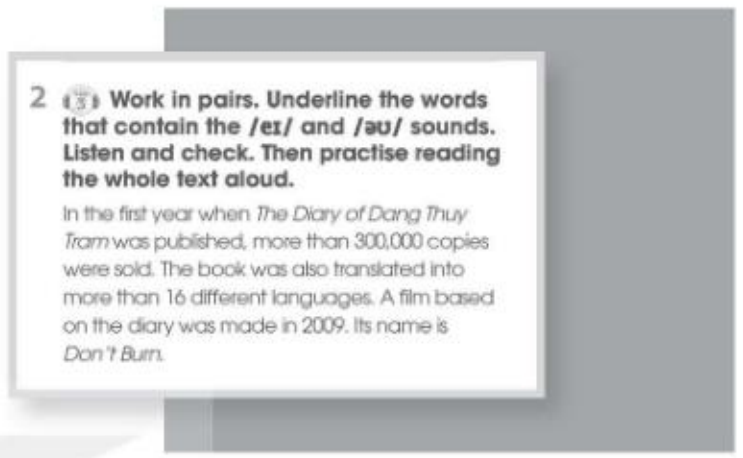
- In stronger classes, ask Ss to add more words to each of the spellings.

Audio script – Track 2:

/eɪ/	/əʊ/
age	soldier
saved	wrote
translated	hero
against	shows

ACTIVITY 2

Aim: To help Ss recognise and practise the diphthongs /eɪ/ and /əʊ/ in a text.



- Ask Ss to read quickly through the text to get a general idea.
- Have Ss work in pairs to underline the words with the diphthongs /eɪ/ and /əʊ/ in each sentence. Ask them to use different colours to differentiate between the two sounds.
- Ask them to listen to the recording and check their answers.
- Have Ss practise reading the whole text aloud in pairs.
- In weaker classes, ask Ss to practise pronouncing the underlined words containing the diphthongs first before reading aloud the whole text.

Key + Audio script – Track 3:

In the first year when *The Diary of Dang Thuy Tram* was published, more than 300,000 copies were sold. The book was also translated into more than 16 different languages. A film based on the diary was made in 2009. Its name is *Don't Burn*.

Extension: In stronger classes, have pairs make 3–5 sentences on a specific topic, e.g. a famous person or event, containing as many diphthongs /ei/ and /əʊ/ as possible. Invite them to read their sentences aloud in front of the class, and have the other Ss listen and count the number of words containing the two diphthongs. The pair with the most diphthongs is the winner.

VOCABULARY

LIFE STORIES

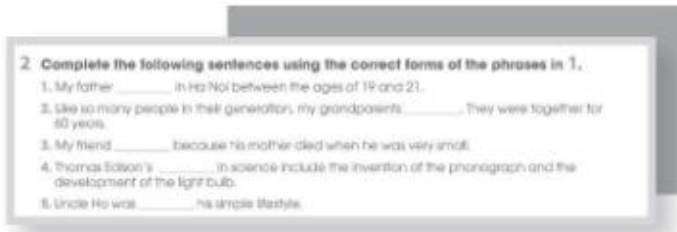
ACTIVITY 1

Aim: To introduce words and phrases related to life events.

- Tell Ss that the words and phrases in the activity describe important events in a person's life.
- Have Ss match each word/phrase on the left with the one on the right so that they make a phrase with the given meaning. Encourage Ss to study the definitions and underline keywords. Explain that this way, they will develop a better understanding of the phrases.
- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.
- Check answers as a class.
- Explain the difference in meaning of the word *college* in British and American English, e.g. BrE – a place for specialised education after leaving school or an institution of a big university such as Oxford or Cambridge; AmE – a university where students can study for a degree.

Key: 1. c 2. d 3. b 4. e 5. a

ACTIVITY 2


2 Complete the following sentences using the correct forms of the phrases in 1.
1. My father _____ in Ha Noi between the ages of 19 and 21.
2. Like so many people in their generation, my grandparents _____. They were together for 60 years.
3. My friend _____ because his mother died when he was very small.
4. Thomas Edison's _____ in science include the invention of the phonograph and the development of the light bulb.
5. Uncle Ho was _____ his simple lifestyle.

Aim: To help Ss practise the phrases in **1** in meaningful contexts.

- Tell Ss to read the sentences carefully and decide which phrase in **1** can be used to complete each of the sentences. Tell them that they can change the forms of the words if necessary.
- Check answers as a class. Have Ss call out the phrase they have used in each sentence first.
- Confirm the correct answers. Ask Ss to explain the meaning of each phrase using the definitions in **1**.
- Ask some Ss to read the completed sentences.

Key:

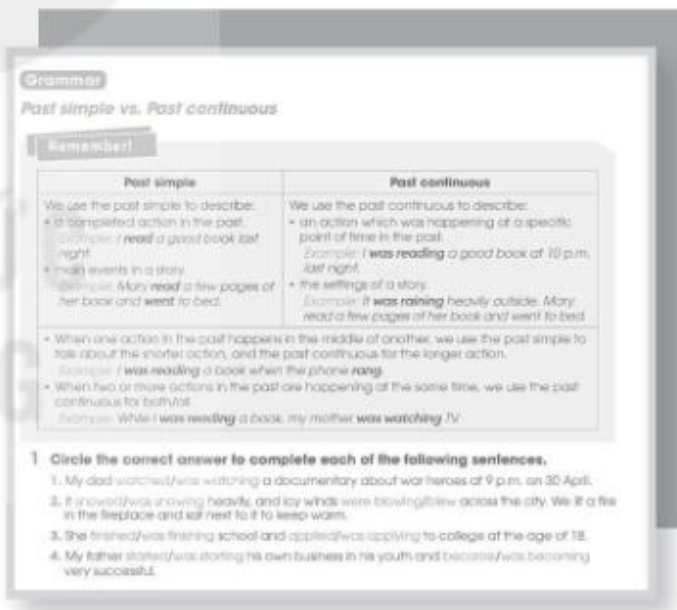
1. attended college
2. had a long marriage
3. had a difficult childhood
4. impressive achievements
5. admired for

Extension: Put Ss in groups and have them come up with other examples of life events, e.g. *birth/born in, left school, volunteered abroad, started/completed university studies, joined the army*. Have Ss put them in a logical order. Invite some groups to read their list of life events. Encourage the rest of the class to ask questions, e.g. *Why is this an important event? Is this a difficult or happy event? What is the most stressful life event?*

GRAMMAR

PAST SIMPLE VS. PAST CONTINUOUS

ACTIVITY 1


Grammar
Past simple vs. Past continuous
Remember!

Past simple	Past continuous
We use the past simple to describe: • a completed action in the past. *Example: I read a good book last night.* • main events in a story. *Example: Mary read a few pages of her book and went to bed.*	We use the past continuous to describe: • an action which was happening at a specific point of time in the past. *Example: I was reading a good book at 10 p.m. last night.* • the settings of a story. *Example: It was raining heavily outside. Mary read a few pages of her book and went to bed.*
• When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action. *Example: I was reading a book when the phone rang.* • When two or more actions in the past are happening at the same time, we use the past continuous for both/all. *Example: While I was reading a book, my mother was watching TV.*	

1 Circle the correct answer to complete each of the following sentences.
1. My dad watched/was watching a documentary about war heroes at 9 p.m. on 30 April.
2. It snowed/was snowing heavily, and icy winds were blowing/blew across the city. We lit a fire in the fireplace and sat next to it to keep warm.
3. She finished/was finishing school and applied/was applying to college at the age of 18.
4. My father started/was starting his own business in his youth and became/was becoming very successful.

Aim: To help Ss recognise the difference between the past simple and the past continuous.

- Ask Ss to read the notes in the **Remember!** box to review the difference between the past simple and the past continuous. Give more explanation and examples if necessary.
- Ask Ss to read the sentences and circle the correct answers. Tell them to pay attention to the meaning of each sentence and any grammatical clues, i.e. which verb refers to the complete action or the one happening at a specific time, the setting or the completed action, the longer or shorter action.
- Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular verb form, e.g. 1. *We use the past continuous here because it is an action which was happening at a specific point of time in the past.*

Key:

1. was watching
2. was snowing; were blowing
3. finished; applied
4. started; became

Extension: Ask Ss to add 2–3 more sentences to each item, using the past simple and/or past continuous where appropriate, e.g. *My dad was watching a documentary about war heroes at 9 p.m. on 30 April. He enjoyed the documentary very much. While he was watching it, my mother was knitting and I was doing my homework.*

ACTIVITY 2

2 Work in pairs. Tell the life stories of people you know and admire. Use the past simple and past continuous.
Example: My grandfather **joined** the army when he was 24. While he **was fighting** in the war, my grandmother **was taking** care of the whole family. ...

Aim: To help Ss practise the past simple and the past continuous in a speaking activity.

- Ask Ss to work in pairs. Explain that they will take turns to tell the life stories of people they know and admire. They should make 3–5 sentences, using the past simple and past continuous as much as they can.
- Encourage them to study the example first. Tell them to pay attention to the use of the past simple and past continuous.
- Encourage Ss to brainstorm some ideas in pairs and plan their life stories. In weaker classes, write some life events as prompts on the board and have Ss write their sentences first before reading them to each other.
- Give Ss enough time to work in pairs, then invite some pairs to tell their life stories or read their sentences aloud in front of the class. Praise Ss for using the past simple and past continuous correctly.

Suggested answer:

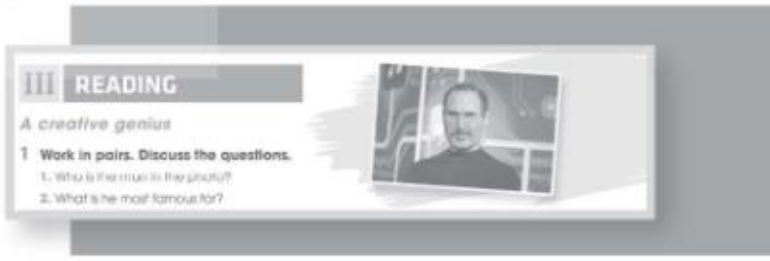
When the war **started**, my grandfather **was enjoying** a happy life and marriage with my grandmother. Then he **left** his home town to join the army. When he **was fighting** in the war, my grandmother **was taking care of** the whole family. While he **was serving** in the army, he **was awarded** a medal for bravery.

Extension: Have Ss play a game of alibi (evidence that proves someone was not where a crime happened). Make up any story that something was stolen from a school party at 6 p.m. last night. Divide the class into policemen and suspects, then put Ss into groups of four: two policemen and two suspects. Have the policemen write down questions they want to ask the suspects while the suspects decide on answers to any possible questions. Then once they are ready, the policemen interview the suspects separately. The two suspects in each group must give the same answers. If they don't, they are likely to be the thieves. In weaker classes, write some prompts on the board, e.g. *where/when you met, what you were doing at 6 p.m., what you heard/noticed.*

LESSON 3. READING

A CREATIVE GENIUS

ACTIVITY 1. Pre-reading


III READING
A creative genius
1 Work in pairs. Discuss the questions.
1. Who is the man in the photo?
2. What is he most famous for?

Aim: To activate prior knowledge about the topic and get Ss involved in the lesson.

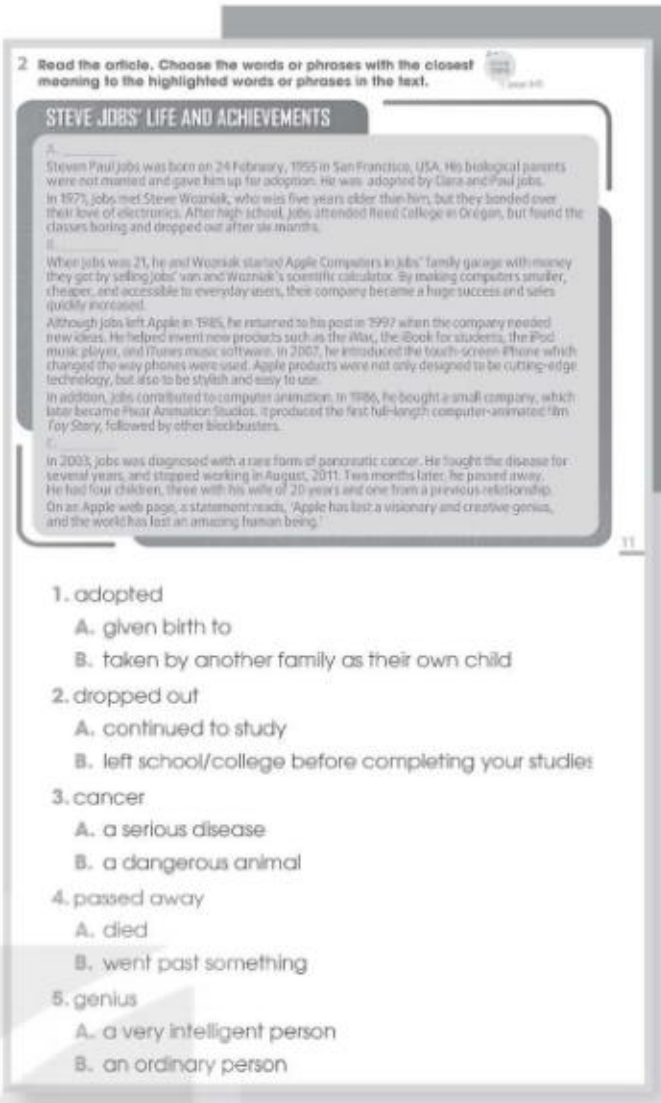
- Ask Ss to work in pairs to answer the questions.
- Ask some pairs to share their answers with the whole class.
- Ask what other information they want to know about Steve Jobs. Write their questions on the board.
- Introduce the topic of the reading text.

Suggested answer:

1. He is Steve Jobs.
2. He is most famous for co-founding the Apple company and inventing products such as the iPhone and the iPod.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meaning of words and phrases from context.


2 Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text.

STEVE JOBS' LIFE AND ACHIEVEMENTS

A. _____

Steven Paul Jobs was born on 24 February, 1955 in San Francisco, USA. His biological parents were not married and gave him up for adoption. He was adopted by Clara and Paul Jobs.

In 1971, Jobs met Steve Wozniak, who was five years older than him, but they bonded over their love of electronics. After high school, Jobs attended Reed College in Oregon, but found the classes boring and dropped out after six months.

B. _____

When Jobs was 21, he and Wozniak started Apple Computers in Jobs' family garage with money they got by selling Jobs' van and Wozniak's scientific calculator. By making computers smaller, cheaper, and accessible to everyday users, their company became a huge success and sales quickly increased.

Although Jobs left Apple in 1985, he returned to his post in 1997 when the company needed new ideas. He helped invent new products such as the iMac, the iBook for students, the iPod music player, and iTunes music software. In 2007, he introduced the touch-screen iPhone which changed the way phones were used. Apple products were not only designed to be cutting-edge technology, but also to be stylish and easy to use.

In addition, Jobs contributed to computer animation. In 1986, he bought a small company, which later became Pixar Animation Studios. It produced the first full-length computer-animated film Toy Story, followed by other blockbusters.

C. _____

In 2003, Jobs was diagnosed with a rare form of pancreatic cancer. He fought the disease for several years, and stopped working in August, 2011. Two months later, he passed away. He had four children, three with his wife of 20 years and one from a previous relationship.

On an Apple web page, a statement reads, 'Apple has lost a visionary and creative genius, and the world has lost an amazing human being.'

11

1. adopted
   A. given birth to
   B. taken by another family as their own child
2. dropped out
   A. continued to study
   B. left school/college before completing your studies
3. cancer
   A. a serious disease
   B. a dangerous animal
4. passed away
   A. died
   B. went past something
5. genius
   A. a very intelligent person
   B. an ordinary person

- Ask Ss to read the text and locate the highlighted words/phrases in it.
- Ask Ss to study the context of the word, i.e. the words before and after it, as well as the neighbouring sentences, e.g. 1. *The word 'adopted' is found after the sentence: His biological parents were not married and gave him up for adoption.*
- Encourage Ss to replace the highlighted word/phrase with each answer choice to see which one fits in the sentence best, e.g. 1. *His biological parents were not married and gave him up for adoption. He was A. given birth to/B. taken by another family (Clara and Paul) as their own child. The answer choice B can replace the word 'adopted' without changing the meaning of the sentence.* You can also ask if any words in the preceding sentence help guess the meaning, e.g. *gave him up* (handed him over to someone else).
- In weaker classes, explain the meaning of any unknown vocabulary before and after the highlighted words/phrases.
- Have Ss work in pairs to complete the activity.
- Check answers as a class.
- Confirm understanding of the words and phrases by asking Ss to make sentences with them.

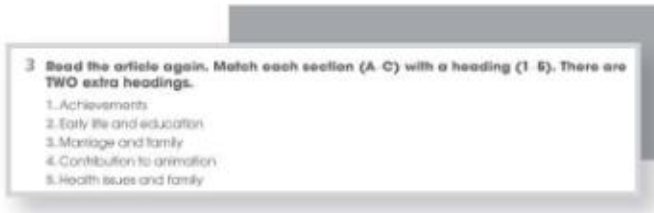
Exam tips: Reading comprehension MCQs (for vocabulary)

1. Locate the word or phrase in the text.
2. Carefully study the context (i.e. the words that come before and after the item as well as the neighbouring sentences).
3. Try to replace the word/phrase with each answer choice to see which one fits the sentence without changing its meaning.

Key: 1. B 2. B 3. A 4. A 5. A

Extension: Put Ss in groups and have them come up with other forms or different collocations of the words and phrases, e.g. *adopt – to adopt a child/a pet, to adopt a method/a law/a name; adoption – put the baby for adoption; adopted – adopted son/daughter; adoptive – adoptive parents*. In stronger classes, encourage Ss to use them in sentences.

ACTIVITY 3. While-reading


3 Read the article again. Match each section (A–C) with a heading (1–6). There are TWO extra headings.

1. Achievements
2. Early life and education
3. Marriage and family
4. Contribution to animation
5. Health issues and family

Aim: To help Ss practise reading for main ideas.

- Ask Ss to read the headings and check understanding.
- Explain that there are two extra headings used as distractors or incorrect answers.
- Focus their attention on the use of distractors, especially headings that are 'irrelevant' (i.e. not mentioned in the text/section), 'incorrect' (i.e. not true according to the text/section), 'too narrow' (i.e. only representing part of the text/section) or 'too general' (i.e. not specific to that section only).
- Ask Ss to skim through each section, and choose a heading that summarises the ideas of each section.
- Check answers as a class.

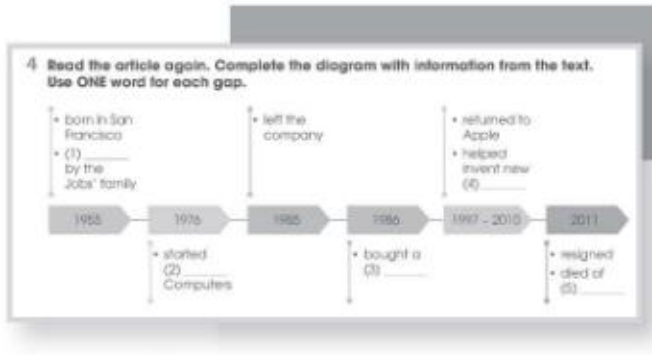
- Have Ss explain why certain headings are not needed, e.g. *Heading 3 only focuses on part of Section C, so it does not represent the main idea of the whole section. Similarly, Heading 4 is also incorrect since it only covers part of Section B.*

Key: A – 2 B – 1 C – 5

Extension: Explain to Ss that the aim of this activity is to practise reading for main ideas. Elicit from Ss what a main idea is, e.g. the primary point or the concept that the writer wants to communicate to readers; the summary of what the text/paragraph is about. Put Ss into groups and have them brainstorm tips on how to find the main idea of a text/paragraph, e.g. identify the topic, summarise the text, study the topic sentence (first and last sentences), look for repetition of ideas.

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.



- Ask Ss to study the timeline to get a general idea. Explain that each year on the timeline is a milestone in the life of Steve Jobs. In weaker classes, give Ss an example, e.g. *In 1955, he was born in San Francisco.*
- Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap, e.g. *For Gap (1) we need a verb in the passive voice. Gap (2) requires an adjective or a noun that defines another noun.*
- Have Ss underline keywords in the diagram to help them locate the information in the text, e.g. *Gap (1) is under the year 1955. Therefore, the answer should be found in Section A (his early life and education).*
- Ss should also make sure the word in each gap is exactly the same as the word in the passage. Remind them that it should fit in the phrase both grammatically and logically.
- Check answers as a class.

Key: 1. adopted 2. Apple 3. company 4. products 5. cancer

Extension: Play a game: Make some statements based on the text and have Ss decide whether they are True, False, or Not Given. If the statement is True according to the text, they should raise their right hand. They should raise their left hand if it is False, and stand up if it is Not Given (No information is provided), e.g. *Steve Jobs was born in New York.* (False/left hand) *His parents were rich.* (Not Given/stand up) *His friend Steve Wozniak was very good at computer engineering.* (True/right hand).

ACTIVITY 5. Post-reading

Aim: To help Ss use the language and ideas from the unit to express opinions.

- Ask Ss to work in pairs. Have them discuss which achievement of Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most.
- Invite some pairs to share their answers with the whole class.

Suggested answer:

What I admire the most about Steve Jobs is how he overcame difficulties in his life to achieve a significant breakthrough in communication technology. He dedicated his life to building technology and inventing the first real personal computer that is user-friendly, efficient, and stylish.

LESSON 4. SPEAKING

NATIONAL HEROES OF VIET NAM

Learning outcome: By the end of the lesson, Ss will be able to talk about the lives of two famous heroes of Viet Nam.

ACTIVITY 1

Aim: To provide information and language input for the main speaking task.

- Ask Ss if they know the names of any national heroes. Write some answers on the board and ask Ss what they know about each person.
- If the names of General Vo Nguyen Giap and Vo Thi Sau are not among the elicited names, write them on the board and explain that Ss will learn about them in this lesson.
- Put Ss in pairs. Assign them the roles of Student A and Student B.
- Ask them to only read the cards assigned to them. Remind them not to look at the other card.
- Give Ss enough time to read the information on their cards. Ask them to use the glossary if they do not know any word on their card. Check understanding of some difficult words, e.g. *Indochinese Communist Party, battles*.

IV SPEAKING

National heroes of Viet Nam

1 **Work in pairs. One of you is A, the other is B. A reads the information card about General Vo Nguyen Giap below. B reads the information card about Vo Thi Sau (next page). Use the glossary (page 147) to help you.**

Student A's card

General Vo Nguyen Giap
- A military genius
- 1911: born in Quang Binh Province (now Quang Tri Province)
- 1940: joined the Indochinese Communist Party (founded in 1930)
- 1946–1975: led the army and won many important battles (e.g. Dien Bien Phu in 1954, the final Ho Chi Minh campaign in 1975)
- 2013: passed away in Ha Noi

Vo Thi Sau
- A national _____
- 1933: _____
- _____: carried out attacks against French soldiers
- _____: caught and held in prison
- 1952: _____

Student B's card

General Vo Nguyen Giap
- A military _____
- 1911: _____
- _____: joined the Indochinese Communist Party (founded in 1930)
- _____: led the army and won many important battles (e.g. Dien Bien Phu in _____, the final Ho Chi Minh campaign in _____)
- 2013: _____

Vo Thi Sau
- A national hero
- 1933: born in Ba Ria Province (now Ho Chi Minh City)
- 1948: carried out attacks against French soldiers
- 1949: caught and held in prison
- 1952: killed at Con Son Prison, Con Dao island

2 **Work in pairs. A asks B questions to complete his/her card about Vo Thi Sau (next page). Then B does the same to complete his/her card about General Vo Nguyen Giap above. Then compare your notes.**

Example questions:

Who is/was ...? When did he/she ...? How old was he/she when ...? What happened in ...?

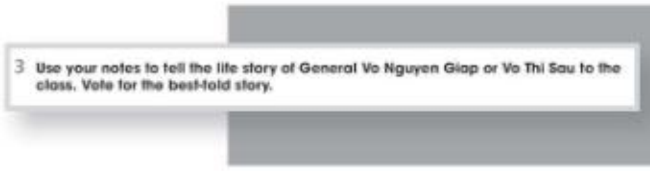
ACTIVITY 2

Aim: To help Ss practise talking about, listening to, and taking notes about the life of a famous person.

- Give Ss a few minutes to study the incomplete cards and think of the questions they could ask their partners.
- In weaker classes, go through the example question starters and provide some complete example questions, e.g. *Who was General Vo Nguyen Giap? What happened in 1911?*
- In pairs, have Ss take turns to ask and answer questions to complete their cards.
- Walk round the class to provide help if necessary.
- Ask Ss to compare notes when they have finished.

ACTIVITY 3

Aim: To give Ss an opportunity to present the life stories of two famous heroes.



3 **Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story.**

- Put Ss in groups making sure that each group includes only Students A or Students B.
- Ask groups to use the notes they have just completed to prepare a talk about the life of General Vo Nguyen Giap or Vo Thi Sau.
- In stronger classes, encourage Ss to add extra information they know about the two heroes, or share opinions about their lives in their presentations.
- Invite some groups to present their life stories in front of the class. Ask the class to listen and vote for the best presentation.

Suggested answer:

We'd like to talk about the life of Vo Thi Sau, a national hero of our country. She was born in 1933 in Ba Ria Province (now Ho Chi Minh City). At the age of 15, she joined the Viet Minh, the league for the independence of Viet Nam from French rule. In 1948, she was brave enough to carry out attacks against French soldiers. She managed to kill some of them by throwing grenades at them. Unfortunately, in another unsuccessful attempt in 1949, she was caught and put in prison. She was sentenced to death at Con Son Prison, on Con Dao Island at the age of 19. Although she died nearly 80 years ago, many generations in Viet Nam still admire Vo Thi Sau for her great bravery and sacrifice for the independence of our country.

Extension: Ask Ss to work in pairs and come up with a story about the life of another famous person. Invite them to share the stories in front of the class, without telling the name of the person. Have the class listen and guess who the person is.

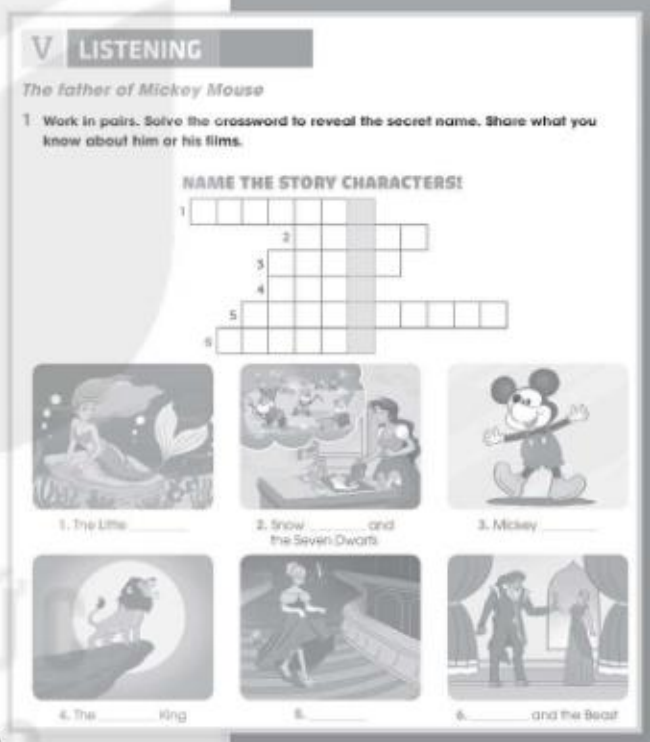
LESSON 5. LISTENING

THE FATHER OF MICKEY MOUSE

ACTIVITY 1. Pre-listening

Aim: To activate prior knowledge about the topic and get Ss involved in the lesson.

- Ask Ss to work in pairs and solve the crossword. Tell them that there is a hidden name in the highlighted squares.
- Tell them to use the names of famous story characters as suggested in the pictures and clues.
- In weaker classes, do the first one as an example.
- Check answers as a class.
- In pairs, have Ss discuss what they know about Walt Disney or his films. Invite some Ss to share their discussion with the whole class and write some of their answers (if any) on the board.


V LISTENING

The father of Mickey Mouse

1 Work in pairs. Solve the crossword to reveal the secret name. Share what you know about him or his films.

NAME THE STORY CHARACTERS!

1. The Little _____
2. Snow _____ and the Seven Dwarfs
3. Mickey _____
4. The _____ King
5. _____
6. _____ and the Beast

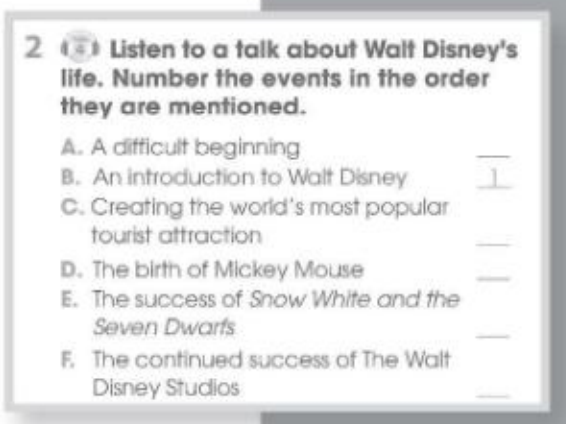
Key:

1	M	E	R	M	A	I	D					
				2	W	H	I	T	E			
			3	M	O	U	S	E				
			4	L	I	O	N					
		5	C	I	N	D	E	R	E	L	L	A
	6	B	E	A	U	T	Y					

Extension: Play a guessing game. Invite a student to come to the board. Point at any picture in the book to the student only. Have him/her talk about the character in the story without revealing the name, e.g. *This character is a kind princess who likes to help people. Her stepmother doesn't like her and tries to kill her with a poisoned apple.* The rest of the class should try to guess the name of the character, e.g. *Snow White*.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for main ideas and sequence.



2 **Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned.**

A. A difficult beginning ___
B. An introduction to Walt Disney 1
C. Creating the world's most popular tourist attraction ___
D. The birth of Mickey Mouse ___
E. The success of *Snow White and the Seven Dwarfs* ___
F. The continued success of The Walt Disney Studios ___

- Tell Ss that they are going to listen to a talk about the life of Walt Disney.
- Have Ss read through the phrases A–F and check understanding. Make sure they understand each life event. Encourage them to predict the order in which each one is mentioned, e.g. *It's very likely that after the introduction (B), the speaker is going to talk about how Disney started his company and the difficulties he went through, so I guess that (A) is Number 2.*
- Play the recording and ask Ss to listen carefully and number the events in the order they are mentioned. Encourage Ss to take notes and use their notes to work out the correct order.
- Check answers as a class.

Key: 1. B 2. A 3. D 4. E 5. C 6. F

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

3 **Listen to the talk again. Choose the correct answer A, B, or C.**

1. Walt Disney moved to Hollywood because _____.
   A. his parents moved to work there
   B. he wanted to start his career again
   C. his company became very successful
2. Which is true about Mickey Mouse?
   A. It was based on a real pet.
   B. It was first voiced by a famous actor.
   C. It was not very popular.
3. What is NOT mentioned as an achievement of *Snow White and the Seven Dwarfs*?
   A. It earned more than 400 million dollars.
   B. It won several Oscars.
   C. It was the best movie in the film industry.
4. What is true about Disney's achievements?
   A. He created the first animated cartoon.
   B. He holds the record for the most Oscars in history.
   C. He designed all the Disneyland theme parks.
5. Why did he create Disneyland theme parks?
   A. So that visitors can share their magical stories with Disney characters.
   B. So that fans can see Disney characters live on stage and interact with them.
   C. So that visitors can learn to make animated films.

- Tell Ss that they are going to listen to the recording again. This time, they should complete a multiple-choice activity by choosing the correct answer A, B, or C.
- Have them read the questions and answer choices, and underline keywords. In weaker classes, check understanding of the vocabulary.
- Play the recording and ask Ss to listen and pay attention to the keywords, as well as their paraphrases.
- Remind them that they should watch out for distractors, especially options that may be mentioned on the recording, but are not true.
- For Question 3, remind them that they should choose information NOT mentioned on the recording. To do that Ss should try to eliminate the two options that match the information on the recording. The remaining option is the correct answer.
- In weaker classes, play the recording a second time pausing at places where Ss can find the answers.
- Check answers as a class.

Key: 1. B 2. A 3. C 4. B 5. B

Audio script – Tracks 4 + 5:

Walt Disney was one of the most admired people in the film industry. Many of the films created by his company are very popular with both children and adults.

However, success did not come early for Disney. When he set up his own film company, it was not very profitable. So Disney chose to move to Hollywood to start a new career.

There, he developed a character based on a pet mouse he once had, under the name of Mickey Mouse. He even gave the mouse his own voice. Soon, Mickey Mouse became the world's most popular cartoon character and Disney was very popular worldwide.

But Disney did not stop there. He went on to produce his first feature-length animated film *Snow White and the Seven Dwarfs*. The film became a huge success, earning more than 400 million

dollars since its release and eight Oscars, the top award in the film industry. Throughout his career, Disney won or received 26 Oscars – a record in history.

Besides making films, Disney was also the creator of the first Disneyland theme park which opened in 1955. Nowadays, there are 12 Disney parks around the world where people can meet Disney cartoon characters and see live shows of their magical stories.

After his death, The Walt Disney Studios continued to make high-quality live-action and animated films, such as *The Little Mermaid*, *Beauty and the Beast*, and *The Lion King*. His films continue to inspire both adults and children to follow their dreams.

Extension: Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *Who are his films popular with?* (both children and adults) *How much money did his first film company make?* (Not much, it was not very profitable.).

ACTIVITY 4. Post-listening

Aim: To help Ss use the language and ideas from the listening text to express opinions about Walt Disney's life and achievements.

- Ask Ss to work in pairs. Have them first make a list of Walt Disney's achievements, then discuss which one they find most impressive. Encourage them to explain their reasons.
- Invite some pairs to share their answers with the whole class.

Suggested answer:

I am most impressed by his determination to overcome difficulties in his life to become successful. Although his first film company was a failure, he did not give up, but started over and built up a very successful business afterwards. It shows the importance of perseverance in achieving your goals and making your dreams come true.

4 **Work in pairs. Discuss the question.**

What do you think is most impressive about Walt Disney's life and achievements?

LESSON 6. WRITING

A BIOGRAPHY OF WALT DISNEY

Learning outcome: By the end of the lesson, Ss will be able to synthesise and summarise information in order to write a biography of Walt Disney.

ACTIVITY 1

Aim: To help Ss recall and select key information about Walt Disney's life from the **Listening** section.

- Ask Ss to skim through the questions individually. Make sure they understand the questions.
- Put Ss in pairs. Ask them to answer the questions using the information they obtained from the **Listening** section.
- Encourage them to look at their answers and notes in the **Listening** section and try to recall what they have learnt about Walt Disney's life. Remind them to write NG if they cannot find the answer.
- Check answers as a class.

VI **WRITING**

A biography of Walt Disney

1 **Work in pairs. Answer these questions, using the information from Listening. Write NG (Not Given) if you cannot find the answer.**

1. When and where was Walt Disney born?
2. What schools did he attend?
3. What talent did he have?
4. What were his most impressive achievements in film-making?
5. What were his other achievements?
6. Was he married and how many children did he have?
7. When did he die?

Key:

Questions 1, 2, 3, 6, 7: NG

4. He created Mickey Mouse, and produced successful animated films such as *Snow White and the Seven Dwarfs*. He also won 26 Oscars.
5. He created the first Disneyland theme park.

ACTIVITY 2

Aims:

- To help Ss find more useful information for writing Walt Disney's biography;
- To help Ss synthesise and summarise information from two different sources.

2 **Read some facts about Walt Disney. Then work in pairs to answer all the questions in 1.**

QUICK FACTS ABOUT WALT DISNEY

- **Born:** 1901, in Chicago
- **Died:** 1966 (aged 65) Cause of death: cancer

- **Talent:** drawing and painting
- **Education:** attended Brenton Grammar School, but dropped out (aged 16)
- **Jobs:** artist, animator, film producer, businessman
- **Family and relatives:** three older brothers and a younger sister, wife Lillian Bounds (married for 41 years) and two daughters (one biological and one adopted)
- **Awards:** 26 Oscars, 3 Golden Globe Awards, 1 Emmy Award

- Tell Ss that they will read a text to find the answers to the NG questions in **1**.
- Have Ss read the quick facts about Walt Disney. Ask them to focus on the information they need to answer the NG questions in **1**.
- In weaker classes, go through the text and check understanding.
- Check answers as a class.
- Explain that to answer the questions in **1**, Ss have 'synthesised' or combined information from two different sources: the **Listening** section and the quick facts. The questions have helped them do that in a logical and clear way. In the next activity, they will need to 'summarise' the main facts and ideas, and write a biography of Walt Disney.

Suggested answers:

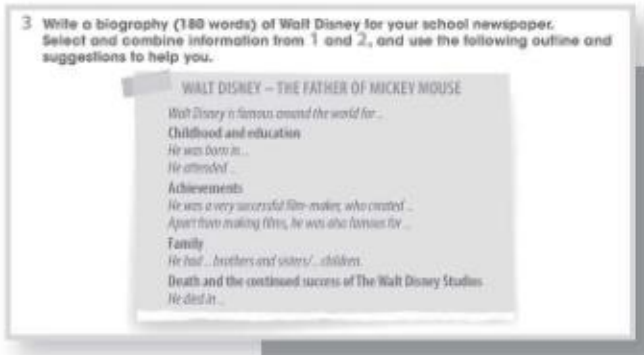
1. He was born in Chicago in 1901.
2. He attended Brenton Grammar School, but dropped out at the age of 16.
3. He had talent for drawing and painting.
6. Yes, he was married and had two children.
7. He died in 1966.

Extension: Put Ss in pairs and have them discuss in what real-life situations they might need to synthesise and summarise information, e.g. writing a report/an article, preparing for a presentation, and what they need to do when synthesising and summarising information, e.g. find reliable sources, read or listen to the materials, take notes, organise and integrate the facts and ideas.

ACTIVITY 3

Aims:

- To help Ss synthesise and summarise information from two different sources;
- To help Ss practise writing a biography of Walt Disney.


3 **Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from 1 and 2, and use the following outline and suggestions to help you.**

WALT DISNEY – THE FATHER OF MICKEY MOUSE

Walt Disney is famous around the world for ...

Childhood and education

He was born in ...

He attended ...

Achievements

He was a very successful film-maker, who created ...

Apart from making films, he was also famous for ...

Family

He had ... brothers and sisters/ ... children.

Death and the continued success of The Walt Disney Studios

He died in ...

- Tell Ss that they are going to write a 180-word biography of Walt Disney. They should use the information they have collected to answer the questions in **1**. They can also select any other facts from **2**.

- Ask them to study the outline first. In weaker classes, ask some prompt questions to help them work out what information they need to include in each part of the biography, e.g. *What should we write in the 'Childhood and education' section?* (information about his birthday/birthplace and the school he went to).
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' biographies and give face-to-face feedback in private, or give them back with some written feedback.

Suggested answer:

WALT DISNEY – THE FATHER OF MICKEY MOUSE

Walt Disney is famous around the world for making a lot of successful films, which are loved by children and adults of many generations.

Childhood and education

Walt Disney was born in Chicago in 1901. During his childhood, he loved drawing and painting. He attended Brenton Grammar School, but he left school when he was 16.

Achievements

Disney was a very successful film-maker, who created Mickey Mouse and produced successful animated films such as *Snow White and the Seven Dwarfs*. Throughout his career, Disney won or received 26 Oscars, three Golden Globe Awards, one Emmy Award – a record in history.

He was famous for building the first theme park in the world, called Disneyland. Now many more Disney parks have been built and have become popular worldwide.

Family

Walt Disney had three older brothers and a younger sister. He married Lillian Bounds, and they were together for 41 years. They had one biological daughter and one adopted daughter.

Death and the continued success of The Walt Disney Studios

Disney died from cancer in 1966, but The Walt Disney Studios continued to make live-action and animated films. These films inspire people of all ages to follow their dreams.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

EXPRESSING PLEASURE AND RESPONDING TO IT

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing pleasure and responding to it

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. It was such a pleasure
B. That's fantastic
C. I'm on top of the world
D. I'm so happy

1

Mark: (1) _____! I've just learnt that my poem about Viet Nam's national heroes has won the first prize in the poetry competition for teenagers.

Nam: (2) _____ for you! It's a very inspiring poem.

2

Phong: I took part in a public-speaking event and gave a talk about Steve Jobs' innovations in technology. (3) _____ to be among so many talented speakers. They invited me to give another presentation.

Mai: (4) _____! I've always thought you're a great speaker.

ACTIVITY 1

Aims:

- To provide model conversations in which speakers express pleasure, and respond to it;
- To review expressions for expressing pleasure and responding.

- Give Ss some time to read through the conversations. Use the images to elicit the contexts of the conversations if necessary, e.g. *Mark looks excited about something and he is sharing his news with Nam. Nam looks happy for Mark too.*

- Play the recording once in stronger classes and twice in weaker classes.
- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.
- Put Ss into pairs and have them practise the conversations.

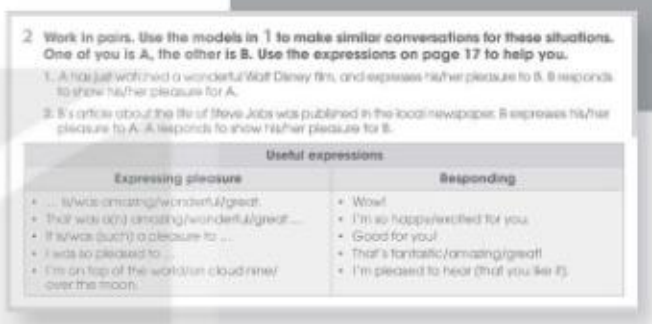
Key: 1. C 2. D 3. A 4. B

Audio script – Track 6:

1. *Mark:* I'm on top of the world! I've just learnt that my poem about Viet Nam's national heroes has won the first prize in the poetry competition for teenagers.
   Nam: I'm so happy for you! It's a very inspiring poem.
2. *Phong:* I took part in a public-speaking event and gave a talk about Steve Jobs' innovations in technology. It was such a pleasure to be among so many talented speakers. They invited me to give another presentation.
   Mai: That's fantastic! I've always thought you're a great speaker.

ACTIVITY 2

Aim: To help Ss practise expressing pleasure and responding to it.


2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions on page 17 to help you.

1. A has just watched a wonderful Walt Disney film, and expresses his/her pleasure to B. B responds to show his/her pleasure for A.
2. B's article about the life of Steve Jobs was published in the local newspaper. B expresses his/her pleasure to A. A responds to show his/her pleasure for B.

Useful expressions	
Expressing pleasure	Responding
• ... is/was amazing/wonderful/great. • That was (a/n) amazing/wonderful/great ... • It is/was (such) a pleasure to ... • I was so pleased to ... • I'm on top of the world/on cloud nine/over the moon.	• Wow! • I'm so happy/excited for you. • Good for you! • That's fantastic/amazing/great! • I'm pleased to hear (that you like it).

- Tell Ss that the phrases they used to fill in the gaps in **1** are used to express pleasure, and to respond. Ask Ss to read the list of useful expressions and check understanding. Focus on the expressions *I'm on top of the world/on cloud nine/over the moon.* and elicit that these are idiomatic expressions, whose meaning is different from their individual parts.
- Put Ss in pairs and explain the task: to role-play conversations similar to the ones in **1**, but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both express pleasure, and respond to such expressions. Encourage them to use words and phrases they have learnt so far in this unit in their conversations.
- Give Ss a few minutes to plan their conversations before they role-play them, e.g. who will be Student A and Student B, which movie Student A has watched, how they want to start and end their conversations. Have them write down some prompts to help them.
- Walk round the class and provide help when necessary.
- In stronger classes, encourage Ss to swap roles in each situation.
- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the target expressions, clear pronunciation, and fluent delivery.

Suggested answers:

1. *A:* Yesterday, I saw the new Disney movie, *The Lion King*. I enjoyed it so much. It's such a wonderful animation.
   B: That's great. I'm pleased to hear you like it.
2. *B:* I'm on cloud nine! My article about Steve Jobs' life and achievements has just been published in the local newspaper!
   A: Wow! I'm so happy for you! You've worked so hard on it!

CULTURE/CLIL

QUEENS OF THE WORLD

Culture/CLIL

1 Read the following text and complete the comparison table on page 18.

Queens of the world

It is said that women can rule kingdoms, and some of them actually did. Below are three of the most famous queens in world history.

Cleopatra VII (69 BC–30 BC)

The queen of ancient Egypt (ruling from 51 BC to 30 BC) was most famous for her determination and beauty. She was also very intelligent and well educated, and could speak nine languages. Under her rule, Egypt was a rich nation and remained independent from the expanding Roman Empire.

Elizabeth I (1533–1603)

Queen Elizabeth I ruled England for 45 years (1558–1603). She was admired for her strong determination and intelligence. Elizabeth could speak and write five languages, and even translated lengthy texts into French, Italian, and Latin. She is considered one of the most successful queens in British history. She defeated the powerful Spanish Navy in 1588 and encouraged the development of the arts. She refused to get married.

Catherine II (1729–1796)

Catherine II was a minor German princess who became known as Catherine the Great and ruled Russia from 1762 to 1796. She was intelligent, ambitious, and dedicated to her adopted country. She expanded the Russian Empire, adding an area of more than 500,000 square kilometres. She improved education for children and women, and opened the first school for girls in Russia. During her time there were also great developments in architecture, trade, and culture.

	Cleopatra VII	Elizabeth I	Catherine II
Country	Egypt	(1)	(2)
Years of being queen	(3)	45	(4)
Characteristics	determined, intelligent	determined, intelligent	intelligent, ambitious
Achievements	(5)	(6)	expanded the Russian Empire; improved education for children and women; encouraged great developments in architecture, trade, and culture

ACTIVITY 1

Aim: To help Ss learn about the lives of three famous queens in world history.

- Ask Ss some questions to find out what they already know about the topic, e.g. *Do you know the names of the people in the pictures? Who are they? What made them famous?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *Where were they from?* (Egypt, England, and Russia), *In which period/era did they live?* (69 BC–30 BC, 1533–1603, 1729–1796).
- Ask Ss to study the comparison table. Make sure they understand how the information is organised in rows and columns. Encourage them to study the examples.
- Tell Ss that they are going to read a text about the three queens. As they read, they should fill in the table to find the similarities and differences between their lives and achievements.
- Explain or elicit any new or difficult words, e.g. *determination, Empire, rule/ruling*. In stronger classes, encourage them to guess their meaning from context as they read the text.
- Have Ss read the text and complete the table individually.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Suggested answer:

	Cleopatra VII	Elizabeth I	Catherine II
Country	Egypt	(1) England	(2) Russia
Years of being queen	(3) 21	45	(4) 34
Characteristics	determined, intelligent	determined, intelligent	intelligent, ambitious
Achievements	(5) saved her country from becoming part of the expanding Roman Empire	(6) defeated the powerful Spanish Navy; encouraged the development of the arts	expanded the Russian Empire; improved education for children and women; encouraged great developments in architecture, trade, and culture

ACTIVITY 2

Aim: To help Ss relate what they have learnt about the famous queens to the history of their own country.

2 Work in groups. Discuss the questions.

Do you know any female rulers or famous women in Vietnamese history? Share what you know about them.

- Read the questions and check understanding.
- Put Ss in groups to discuss and come up with ideas.
- In weaker classes, give some examples of famous women in Viet Nam, such as Hai Ba Trung, Queen Le Ngoc Han, and Queen Mother Y Lan.
- Ask some Ss to share their answers in front of the class.

Suggested answer:

Hai Ba Trung: The Trung sisters were military leaders who led the people against the colonial government of the Han Dynasty. They are regarded as national heroes of Viet Nam. They were both well educated.

Queen Mother Y Lan: She was the wife of King Ly Thanh Tong, and the mother of King Ly Can Duc. She knew a lot about Buddhism, and helped build hundreds of temples around the country.

Queen Le Ngoc Han: As the daughter of King Le Hien Tong, she helped improve education and social status of women by giving titles to female scholars and educating female domestic servants.

Extension: Have Ss play a guessing game. Invite a student to the front of the class and show him/her a picture of a famous woman in history, preferably someone Ss have talked about or discussed in the unit. Have the student talk about this person until the rest of the class guess their name. Repeat with another student and another famous woman until all Ss have had a go.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

VIII LOOKING BACK

Pronunciation

1 Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs.

1. Cleopatra VII, a queen of ancient Egypt, was famous for her beauty.
2. I love Disney animated films like *Snow White and the Seven Dwarfs* and *The Little Mermaid*.
3. Vo Thi Sau attacked some French soldiers when she was only 14.
4. Steve Jobs passed away when he was only 56 years old.

PRONUNCIATION

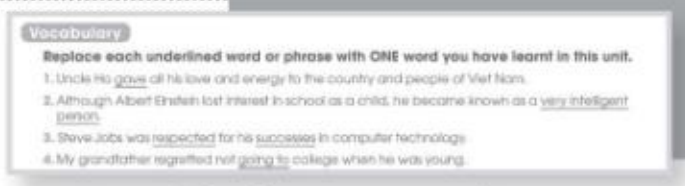
Aim: To help Ss review the diphthongs /eɪ/ and /əʊ/.

- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline or circle the words respectively.
- Play the recording for Ss to check their answers.
- Confirm the answers as a class by asking Ss to write the target words on the board.
- Ask Ss to practise reading the sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.

Key + Audio script – Track 7:

1. Cleopatra VII, a queen of ancient Egypt, was famous for her beauty.
2. I love Disney animated films like *Snow White and the Seven Dwarfs* and *The Little Mermaid*.
3. Vo Thi Sau attacked some French soldiers when she was only 14.
4. Steve Jobs passed away when he was only 56 years old.

VOCABULARY


Vocabulary

Replace each underlined word or phrase with ONE word you have learnt in this unit.

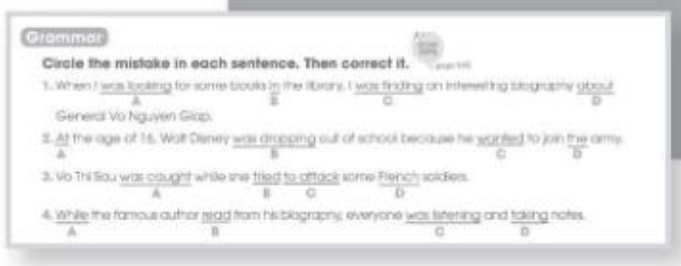
1. Uncle Ho gave all his love and energy to the country and people of Viet Nam.
2. Although Albert Einstein lost interest in school as a child, he became known as a very intelligent person.
3. Steve Jobs was respected for his successes in computer technology.
4. My grandfather regretted not going to college when he was young.

Aim: To help Ss revise words they have learnt in this unit.

- Select some words from the unit to write on the board, one letter at a time (also known as a slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word). Have individual Ss call out their guesses.
- Focus Ss' attention on the sentences and have Ss skim through them. Check if they know all the words.
- Have Ss complete the activity.
- Check answers as a class.
- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. *devoted* first appears in the **Getting Started** section.

Key: 1. devoted 2. genius 3. admired; achievements 4. attending

GRAMMAR


Grammar

Circle the mistake in each sentence. Then correct it.

1. When I was looking for some books in the library, I was finding an interesting biography about General Vo Nguyen Giap.
2. At the age of 16, Walt Disney was dropping out of school because he wanted to join the army.
3. Vo Thi Sau was caught while she tried to attack some French soldiers.
4. While the famous author read from his biography, everyone was listening and taking notes.

Aim: To help Ss review the past simple and the past continuous.

- Explain to Ss that they are going to review the use of the past simple and past continuous. In weaker classes, give Ss some time to revise the grammar rules in the **Language** lesson before doing the activity.
- Ask Ss to read the whole sentences, focusing on the underlined words/phrases. Encourage them to look at both the underlined parts and the phrases that contain these parts.
- Help them to identify any grammar points that might be tested in each sentence, e.g. 1. the use of the past continuous (*When I was looking for some books*), and the use of prepositions (*in the library, about General Vo Nguyen Giap*). Ask them to pay attention to the verbs, and think about the type of action each verb refers to. They may want to skip an answer choice if they are not sure about it in order to focus on other choices.
- Check answers as a class by asking individual Ss to identify the incorrect part, correct the mistake, and provide reasons for the corrections, e.g. 1. *Option C. 'was finding' is incorrect. It should be 'found' because it refers to a short, completed action as opposed to 'was looking for', which is a longer action.*

Exam tips: Grammar (MCQs) (Identifying the error)

1. Read the whole sentence, focusing on the underlined words/phrases.
2. Look at both the underlined parts and the words around them.
3. Try to identify the grammar points that are tested in the sentence.
4. If you're not sure about an answer choice, skip it and focus on the other ones to see if you can find the error or not.

Key: 1. C (was finding → found) 2. B (was dropping → dropped)
3. B (tried → was trying) 4. B (read → was reading)

PROJECT

VISUAL STORIES

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.

PROJECT

VISUAL STORIES

Work in groups. Write a visual story of a person's life. This could be a historical figure or someone you know and admire. Do some research on their life or interview them.

You can draw pictures to illustrate key events in his/her life. You can do that on a poster, on presentation slides, or in a short comic book.

Present your visual story to the class. Use these questions as cues.

- Who is your story about?
- What are the key events in his/her life?
- What are his/her achievements?
- What do you think of his/her life and achievements?

Steve Jobs' early life

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation of a visual story.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentation or viewing their posters/comic strips, and write comments if they have any. The presenters or group representatives should complete their self-assessment checklist after completing their presentation or after answering all the questions about their posters/comic strips.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- If most Ss are giving poster presentations or designing comic strips, organise an exhibition in the classroom where each group can display their posters or comic strips in advance. Then have Ss walk around, view the posters or comic strips, and ask questions about them.
- You can also give Ss marks for their posters/comic strips and presentations as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The group representative(s) spoke clearly and naturally.		
– The group representative(s) explained the visual story well.		
– The group representative(s) answered all questions.		
CONTENT		
– the person's name		
– key events in his/her life		
– his/her achievements		
– your opinion about the person		
DESIGN/ORGANISATION		
– The visual story is well-organised.		
– It is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

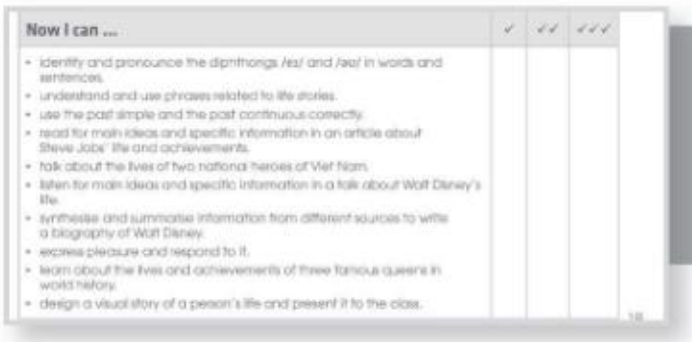
Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I spoke clearly and naturally.		
– I explained the visual story well.		
– I answered all questions.		
CONTENT		
– the person's name		
– key events in his/her life		
– his/her achievements		
– your opinion about the person		
DESIGN/ORGANISATION		
– The visual story is well-organised.		
– It is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		
Things I could have done better		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and provide further practice.



Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce the diphthongs /eɪ/ and /əʊ/ in words and sentences.			
• understand and use phrases related to life stories.			
• use the past simple and the past continuous correctly.			
• read for main ideas and specific information in an article about Steve Jobs' life and achievements.			
• talk about the lives of two national heroes of Viet Nam.			
• listen for main ideas and specific information in a talk about Walt Disney's life.			
• synthesise and summarise information from different sources to write a biography of Walt Disney.			
• express pleasure and respond to it.			
• learn about the lives and achievements of three famous queens in world history.			
• design a visual story of a person's life and present it to the class.			

Unit 2

A MULTICULTURAL WORLD

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and pronounce the diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in words and sentences;
- understand and use words related to cultural diversity;
- use definite and indefinite articles correctly;
- read for main ideas and specific information in an article about globalisation and cultural diversity;
- discuss and plan a Cultural Diversity Day;
- listen for people's attitudes and specific information in an interview about Halloween in Viet Nam;
- write an opinion essay on the impact of world festivals on young Vietnamese people;
- make introductions and respond to them;
- identify the concept and examples of culture shock;
- do research on a country's culture and give a group presentation about it.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review the previous unit and revise some of the target words Ss have learnt. Put Ss into groups. Give each group three minutes to write down a brief life story of a famous person they learnt or talked about in the previous unit. When time is up, have groups share their stories. Alternatively, ask Ss to play a guessing game. Each group talk about a famous person without mentioning their name. The rest of the class make guesses.
- Lead into the unit topic. Find some video clips showing foods, traditional customs, and lifestyles of people around the world. Ask Ss to name the countries and any cultural traditions that they can recognise in the videos. Ask Ss to guess what they are going to learn about in this unit. Accept all reasonable answers. Write the unit topic on the board (*A multicultural world*).
- Then ask Ss to open their books at page 20. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar point to be learnt in the unit.

I GETTING STARTED

At the International Cultural Festival

1 Listen and read.

Nam: OK, we've arrived at the International Cultural Festival! It's a very popular event in Ha Noi. It brings cultures from all over the world to one location!

Mai: Yes, it's a way to learn about cultural diversity, particularly by tasting food from different countries.

Linda: I'd really love to try Korean kimchi or traditional Japanese sushi. Japanese cuisine is world-famous, as well as very healthy!

Mai: Can you show us around, Nam?

Nam: Sure. Let's go to the Korean booth to try some kimchi and spicy rice cakes, called *tteokbokki*. I also heard that a famous K-pop group will be at their booth.

Linda: That'll be amazing! I might meet my favourite group there and get their autographs.

Mai: Well, I'm not really interested in K-pop. Can we first go to the English booth? I'd love to try some fish and chips.

Nam: The English booth is on the corner. They serve delicious English dishes and sell souvenirs of famous tourist attractions in England.

Linda: But where's the Vietnamese booth?

Nam: I can see it on the map. It's an open booth and it looks huge! Visitors can play Vietnamese traditional games such as tug of war and bamboo dancing.

Linda: They all sound fun. I'll try to join all of them if I can.

Nam: And we can also have spring rolls and *bun cha* – grilled pork meatballs with noodles, which is probably Ha Noi's most popular dish.

Linda: I suggest that we go to the Vietnamese booth first. I love Vietnamese spring rolls and would like to try *bun cha*.

Mai: Great. That's a nice idea.

- Set the context for listening and reading the conversation. Have Ss look at the pictures, the labels, the heading and the speakers' names. Ask Ss questions about them, e.g. *Where can you buy these souvenirs? What do they show?* (in the UK, they show British cultural icons such as a London bus, telephone booth, mail box, and Big Ben) *What kind of dishes are tteokbokki and kimchi?* (Korean dishes) *What is bun cha? Have you tried this dish?* (grilled pork meatballs with noodles) *What does the bottom picture show?* (some teenagers playing tug of war, which is an ancient game played in many countries; it is also a Vietnamese traditional game) *Who are the speakers?* (Nam, Mai, and Linda) *What kind of event do you think they are attending?* (a cultural fair/event).
- Accept all reasonable answers. Write some of the answers on the board and explain that Ss will find out if they are correct after listening to the conversation.
- Play the recording twice for Ss to listen and read along. Have Ss underline words/phrases related to the unit topic, e.g. *cultural festival, popular, cultural diversity, different countries, traditional*.
- Have Ss compare the words and phrases they have underlined in pairs and discuss their meaning. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Ask two or three groups of Ss to read the conversation aloud.

Audio script – Track 8:

Nam: OK, we've arrived at the International Cultural Festival! It's a very popular event in Ha Noi. It brings cultures from all over the world to one location!

Mai: Yes, it's a way to learn about cultural diversity, particularly by tasting food from different countries.

Linda: I'd really love to try Korean kimchi or traditional Japanese sushi. Japanese cuisine is world-famous, as well as very healthy!

Mai: Can you show us around, Nam?

Nam: Sure. Let's go to the Korean booth to try some kimchi and spicy rice cakes, called *tteokbokki*. I also heard that a famous K-pop group will be at their booth.

Linda: That'll be amazing! I might meet my favourite group there and get their autographs.

Mai: Well, I'm not really interested in K-pop. Can we first go to the English booth? I'd love to try some fish and chips.

Nam: The English booth is on the corner. They serve delicious English dishes and sell souvenirs of famous tourist attractions in England.

Linda: But where's the Vietnamese booth?

Nam: I can see it on the map. It's an open booth and it looks huge! Visitors can play Vietnamese traditional games such as tug of war and bamboo dancing.

Linda: They all sound fun. I'll try to join all of them if I can.

Nam: And we can also have spring rolls and *bun cha* – grilled pork meatballs with noodles, which is probably Ha Noi's most popular dish.

Linda: I suggest that we go to the Vietnamese booth first. I love Vietnamese spring rolls and would like to try *bun cha*.

Mai: Great. That's a nice idea.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and look at the table. Ask what kind of information they need to complete it, e.g. foods from the Japanese and English booths and things to do at the Korean and Vietnamese booths.
- Have Ss read the conversation and locate the part that contains the information.
- Call out the numbers and have different pairs provide their answers, e.g. *Number 1, Food to try at the Japanese booth: sushi.*
- Confirm the correct answers.
- Explain that although England is considered a country, it is not an independent state, but part of the UK. The other three nations of the UK are Wales, Scotland, and Northern Ireland.

2 **Read the conversation again and complete the table. Use no more than THREE words for each blank.**

Country	Food to try	Things to do or buy
Japan	(1) _____	
Korea	kimchi, tteokbokki	meet a K-pop (2) _____
England	(3) _____	buy souvenirs
Viet Nam	spring rolls, bun cha	play (4) _____ (tug of war, bamboo dancing)

Key: 1. sushi 2. group, get autographs 3. fish and chips 4. traditional games

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Where is the festival held?* (Ha Noi) *Who wants to meet K-pop singers?* (Linda) *Which booth does Mai want to visit first?* (the English booth) *Which booth do they decide to start with in the end?* (the Vietnamese booth).

ACTIVITY 3

Aim: To introduce words related to culture.

- Ask Ss to identify the part of speech of the four words and phrases, i.e. 1. *variety* – noun; 2. *a style of cooking* – noun phrase; 3. *tasty* – adjective; 4. *interesting places* – noun phrase. Check understanding and try to elicit their meanings, e.g. *variety* – the differences within a group.
- Have Ss read the conversation quickly again, and find suitable words which have the same or similar meaning to the given words and phrases.
- Call on individual Ss to write the answers on the boards. Check answers as a class.

3 **Find words in 1 that have the same or similar meaning to the following words and phrases.**

1. variety _____
2. a style of cooking _____
3. tasty _____
4. interesting places _____

Key: 1. diversity 2. cuisine 3. delicious 4. attractions

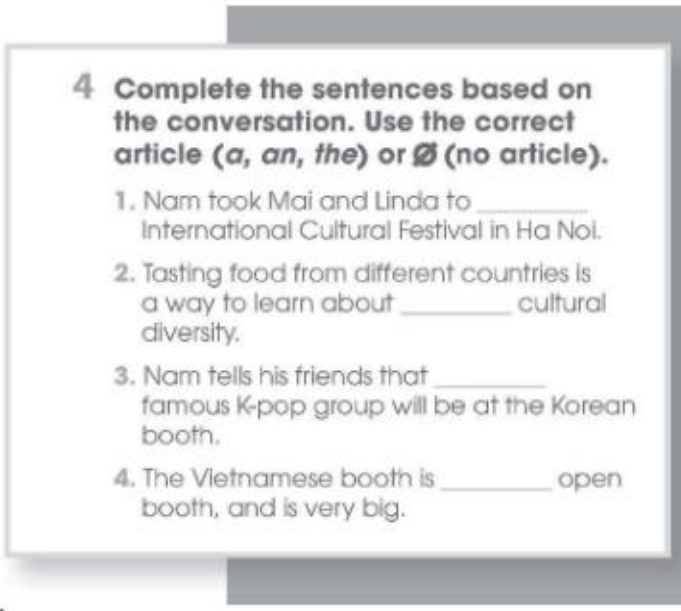
Extension: Put Ss in groups. Have groups come up with words related to the items *diversity, attractions* and *delicious,* and containing the same root, e.g. *diversity – diverse, diversely, diversify, diversification; delicious – deliciously; attraction – attract, attractive, attractively, attractiveness.* Encourage Ss to use an online dictionary if they have access to the Internet. In stronger classes, have Ss make sentences with the words.

ACTIVITY 4

Aim: To help Ss identify indefinite and definite articles.

- Have Ss read the four sentences and check understanding.
- In weaker classes, encourage Ss to read the conversation again, and find and underline the phrases after the gaps, e.g. 1. *International Cultural Festival*, 2. *cultural diversity*, 3. *famous K-pop group*, 4. *open booth*. Then have Ss find out if there is an article in front of each phrase.
- In stronger classes, ask Ss to complete the sentences first, then find the articles in the conversation.
- Check answers by calling on individual Ss to read out each sentence.
- Elicit the grammar point in this unit, i.e. indefinite and definite articles.

Key: 1. the 2. ∅ 3. a 4. an



4 Complete the sentences based on the conversation. Use the correct article (*a, an, the*) or ∅ (no article).

1. Nam took Mai and Linda to _____ International Cultural Festival in Ha Noi.
2. Tasting food from different countries is a way to learn about _____ cultural diversity.
3. Nam tells his friends that _____ famous K-pop group will be at the Korean booth.
4. The Vietnamese booth is _____ open booth, and is very big.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 2, the **Project** section, look at the picture and say what the topic of the project is (*Introduce a culture*).
- Explain the project requirements: Ss will have to choose a country, research its culture (languages, traditions, customs, food, etc.) and give an oral presentation on the country's culture.
- Tell Ss that they are free to choose different formats in which to organise and present their research findings, including a poster, a leaflet, or a video recording, which is a visual way of communicating ideas or understanding of a topic. No matter what format Ss choose, encourage them to use pictures to illustrate objects, events or ideas, and tables or diagrams to organise the information. Explain that Ss will need to display their posters or leaflets around the classroom in advance. In the **Project** lesson, one representative from each group should stand next to the group poster or leaflet. The rest will walk around, study the display, and talk to any representative if they want to find out more about the characteristics of the culture they have chosen to research. The class can also vote for the best poster or leaflet.
- Suggest the steps Ss should follow to prepare for their presentations: 1) Collecting information and visuals by searching the Internet, reading magazines, brainstorming ideas, etc.; 2) Organising ideas and visuals, and designing the slides, poster or leaflet, or recording the video; 3) Rehearsing the presentations or practising explaining the posters or leaflets, and answering questions about them.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, help Ss work on the content and design of their presentations. Spend a few minutes each time checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

PRONUNCIATION

DIPHTHONGS /ɔɪ/, /aɪ/, AND /aʊ/

II LANGUAGE

Pronunciation

Diphthongs /ɔɪ/, /aɪ/, and /aʊ/

1 (9) **Listen and repeat. Then practise saying the words.**

/ɔɪ/	/aɪ/	/aʊ/
join	spicy	crowded
enjoy	buy	around

ACTIVITY 1

Aim: To help Ss recognise and practise words with the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.

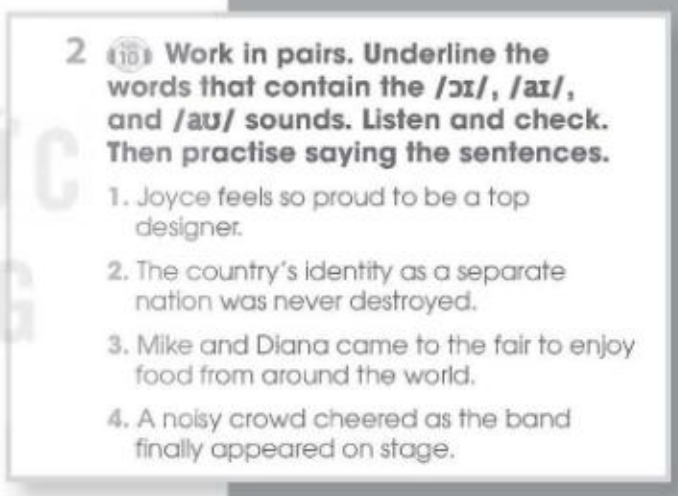
- Write the words *point, now,* and *try* on the board and call on Ss to read them. Make sure Ss can say the three diphthongs correctly. Write them next to each word.
- Focus Ss' attention on the words in the table and explain that they have encountered most of the words from the conversation in the **Getting Started** section.
- Play the recording and ask Ss to listen and repeat, paying attention to the three sounds. If necessary, play the recording several times.
- In stronger classes, put Ss into pairs and have them add more examples of words containing the diphthongs, e.g. */ɔɪ/ choice, noise, employ, enjoy*; */aʊ/ town, however, house, allow*; */aɪ/ life, behind, idea, either, might, why, guy*. Elicit from Ss the various spellings of the diphthongs.

Audio script – Track 9:

/ɔɪ/	/aɪ/	/aʊ/
join	spicy	crowded
enjoy	buy	around

ACTIVITY 2

Aim: To help Ss recognise and practise words with the diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in sentences.


2 (10) **Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise saying the sentences.**

1. Joyce feels so proud to be a top designer.
2. The country's identity as a separate nation was never destroyed.
3. Mike and Diana came to the fair to enjoy food from around the world.
4. A noisy crowd cheered as the band finally appeared on stage.

- Ask Ss to read the sentences. Check comprehension.
- Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to compare their answers in pairs.
- Check answers as a class. Play the recording, pause after each sentence and confirm the answers.
- Put Ss in pairs and have them practise reading the sentences aloud.

Key + Audio script – Track 10:

1. Joyce feels so proud to be a top designer.
2. The country's identity as a separate nation was never destroyed.
3. Mike and Diana came to the fair to enjoy food from around the world.
4. A noisy crowd cheered as the band finally appeared on stage.

Extension: Write some words containing the diphthongs from both this lesson and Unit 1. Put Ss in pairs and have them come up with as many rhyming words as they can for each word, e.g. */aɪ/ wild (mild, child), light (night, sight, height)*, */eɪ/ able (cable, table, cradle), break (steak, ache), educate (celebrate, decorate)*, */aʊ/ power (tower, flower, shower, hour, flour)*. Give Ss a time limit of five minutes, then ask pairs to read their lists of words or write them on the board.

VOCABULARY

CULTURAL DIVERSITY

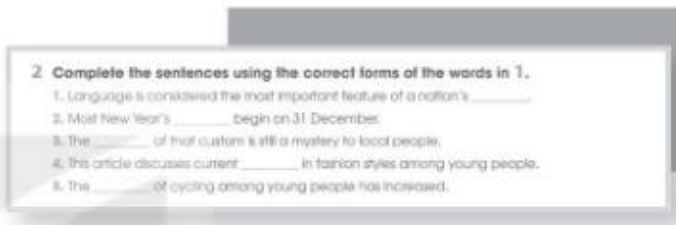
Vocabulary
Cultural diversity
1 **Match the words with their meanings.**
1 origin (n) — e the state of being liked or supported by many people
2 popularity (n) — d the activities that are organised to celebrate a special event
3 identity (n) — c the moment or place where something starts to exist
4 festivities (n) — a a general direction in which a situation is changing
5 trend (n) — b the characteristics or beliefs that make people different from others

ACTIVITY 1

Aim: To introduce words to describe cultures.

- Put Ss in pairs, and have them read the words and do the matching.
- Check answers as a class. Call on one student to read aloud a word and another student to read its definition.
- In stronger classes, have Ss think of synonyms of each item, or words with similar meanings. They can do that in pairs or small groups. Give Ss a time limit of three minutes, then have them read their words, e.g. *origin - root, ancestor, cause, background; popularity - fame, fashion, approval.*

Key: 1. c 2. a 3. e 4. b 5. d


2 **Complete the sentences using the correct forms of the words in 1.**
1. Language is considered the most important feature of a nation's _____.
2. Most New Year's _____ begin on 31 December.
3. The _____ of that custom is still a mystery to local people.
4. This article discusses current _____ in fashion styles among young people.
5. The _____ of cycling among young people has increased.

ACTIVITY 2

Aim: To help Ss practise using the words in **1** in meaningful contexts.

- Tell Ss to read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. Remind them to use the context clues to decide on the word.
- Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first.
- Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using context clues, e.g. *The first sentence needs a noun which refers to a feature of a nation/culture. The second sentence needs a noun to go with 'New Year's', and the word 'festivities' is the best choice.*

Key: 1. identity 2. festivities 3. origin 4. trends 5. popularity

Extension: In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all five words have been used. Give a time limit of three minutes, then have each student or pair read out their text. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.

Example: The origin of marriage dates back to thousands of years ago. However, there are always new trends for couples to consider. For example, the popularity of weekend-long celebrations is on the rise. However, people are also trying to make wedding festivities more sustainable, meaning limiting their impact on the environment. Couples may also want to maintain their cultural identities through their clothes or rituals.

GRAMMAR

ARTICLES (REVIEW AND EXTENSION)

Grammar
Articles (review and extension)
Remember!
There are two types of articles in English: indefinite (*a/an*) and definite (*the*).
- We use the indefinite articles *a* and *an* before singular, countable nouns when the reader or the listener does not know which one we are referring to.
Example: *I want to buy a souvenir.*
- We use the definite article *the* before singular or plural nouns when we think that the reader or the listener knows what we are referring to because of the following:
  - there is only one in general or only one in that context.
  Example: *The sun rises in the east.*
  - it has already been mentioned.
  Example: *A boy lost a watch. A woman found the watch and returned it to the boy.*
  - we refer to a musical instrument.
  Example: *I'm learning to play the piano.*
- We also use the definite article *the* with:
  - countries whose names include words like *kingdom* or *state*, or countries which have plural nouns as their names.
  Example: *the UK (the United Kingdom), the US (the United States of America), the Philippines*
  - oceans, seas, mountain ranges, etc.
  Example: *The Pacific is the largest of all oceans.*
- We do not need an article with plural, countable nouns or uncountable nouns which are used in a generic or non-specific way.
Example: *Tigers are endangered animals.*
1 **Circle the correct answer to complete each of the sentences.**
1. One of the most common traditions during the Mid-Autumn Festival is admiring full moon/the full moon.
2. Charles Lindbergh was the first person to fly solo across Atlantic/the Atlantic.
3. The Vietnamese women/Vietnamese women usually wear *ao dai* on special occasions.
4. Many students experience culture shock when they go to study in US/the US.
5. My parents have never been to Rome/the Rome.

ACTIVITY 1

Aim: To help Ss review the use of indefinite and definite articles.

- Tell Ss to look at the sentences in **4** in **Getting Started**. Ask questions to elicit the grammar point, e.g. *What words did you use to complete the sentences? Did all sentences require articles? Why not?*

- Have Ss read the explanation and examples in the **Remember!** box. Check understanding and provide more examples if necessary.
- Ask Ss to work in pairs to choose the correct word/phrase to complete each sentence. Clarify the difference between the two options in each sentence: one phrase has an article and the other doesn't.
- Call on individual Ss to write their answers on the board. Check answers as a class. Have Ss provide reasons for their choices by explaining the use of articles in each sentence, e.g. 1. *the full moon – there is only one moon;* 2. *the Atlantic – it refers to an ocean;* 3. *Vietnamese women – it is a plural noun used in a general way;* 4. *the US – it is a country whose name includes the word 'states';* 5. *Rome – it is the name of a city.*

Key: 1. the full moon 2. the Atlantic 3. Vietnamese women 4. the US 5. Rome

Extension: Put Ss in pairs. Have Ss take turns reading the sentences from the conversation in **Getting Started** omitting the articles. Their partners should listen without looking at their textbooks and try to correct any mistakes, e.g. Student A: *OK, we've arrived at International Cultural Festival!* Student B: *OK, we've arrived at* ***the*** *International Cultural Festival!*

ACTIVITY 2

Aim: To help Ss practise using indefinite and definite articles in a speaking activity.

2. Work in pairs. Ask and answer questions about the following topics using the correct articles.

Musical instruments
Can you play the guitar?
Are you learning to play ...?

Countries
Have you ever been to the UK?
Would you like to travel to ...?

Seas, oceans, mountain ranges
Where are the Alps located?
Do you want to swim in ...?

Example: A: Can you play the guitar?
B: No, I can't, but I can play the piano.

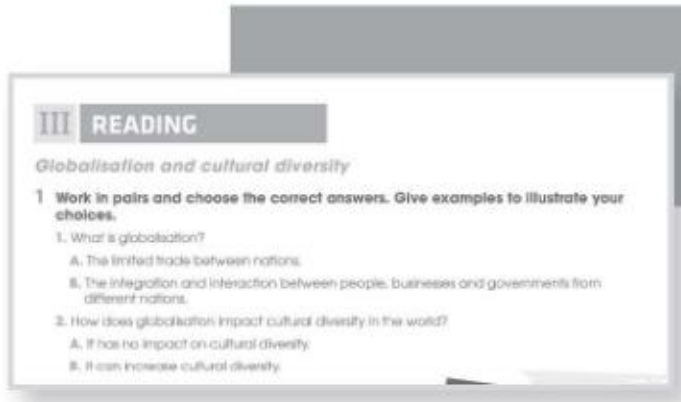
- Have Ss read the instruction, topics, and example, and make sure they all understand the context and what they have to do.
- In weaker classes, brainstorm words and phrases related to each topic as a class, e.g. musical instruments – *violin, drums, cello, flute, trumpet;* countries – *the Netherlands, the Bahamas, the United Arab Emirates;* seas, oceans, rivers, and mountain ranges – *the Black Sea, the Arctic Ocean, the Mekong, the Himalayas*. Write them on the board. Model a short conversation with a student.
- Put Ss in pairs. Encourage them to spend a couple of minutes planning their conversations and taking notes of the questions they want to ask. Then set a time limit of five minutes and have them ask and answer the questions.
- Invite some pairs to summarise their conversations and report back to the class, e.g. *My partner can play the piano, but I can't. I'm learning to play the violin. My partner and I have been to the UK, but neither of us has travelled to the US.*

Suggested answer:

– *A:* Are you learning to play **the** piano?
B: Yes, I am.
– *A:* Would you like to travel to **the** USA?
B: No, I'd like to visit **the** UK.
– *A:* Do you want to swim in **the** Pacific Ocean?
B: No, I just want to swim in **the** Red River.

LESSON 3. READING

GLOBALISATION AND CULTURAL DIVERSITY


III READING

Globalisation and cultural diversity

1 **Work in pairs and choose the correct answers. Give examples to illustrate your choices.**

1. What is globalisation?
A. The limited trade between nations.
B. The integration and interaction between people, businesses and governments from different nations.
2. How does globalisation impact cultural diversity in the world?
A. It has no impact on cultural diversity.
B. It can increase cultural diversity.

ACTIVITY 1. Pre-reading

Aim: To activate prior knowledge about the topic and get Ss involved in the lesson.

- If possible, find suitable video clips showing examples of globalisation in Viet Nam (fast food, American/British/K-pop music, jeans). Play them in class to spark Ss' interest in the topic.
- Put Ss in pairs to discuss the two questions. In weaker classes, read the answer choices and check understanding.
- Call on some pairs to share their answers before checking them as a class.

Key: 1. B 2. B

ACTIVITY 2. While-reading

Aim: To help Ss practise reading for main ideas.

2 Read the article and match each section (A–C) with a heading (1–5). There are TWO extra headings.

The effects of globalisation on cultural diversity

1. Discovering K-pop music
2. Blending fashion styles
3. Fast food popularity
4. No borders for music
5. Variety of cuisines

As a result of globalisation, the world is becoming more and more connected. This has changed people's way of life, beliefs, art and customs, or their culture, in many respects. Although people's experiences around the world have become very similar, globalisation has also encouraged cultural diversity. Below are some examples.

A. _____

Fast food chains and international restaurants have become popular, offering a wide range of dishes and more food choices to local people. For example, here in Viet Nam, we can enjoy Italian pizza or Japanese sushi, in addition to our traditional food. Moreover, some international dishes use local ingredients, which make them unique and more suitable to local tastes. On the other hand, Vietnamese specialities, such as *pho* and *banh mi*, are also gaining popularity worldwide.

B. _____

Thanks to globalisation, people can quickly discover new music from all over the world. People nowadays enjoy listening to music from different countries and cultures, and in different languages. For example, American teens are captivated by K-pop music and dance. There are also many music festivals around the globe that bring artists and music fans together. In today's connected world, it is very common for musicians across the world to work on music projects and share ideas together.

C. _____

Globalisation has also impacted fashion by opening it up to a variety of styles and influences from around the world. Cross-cultural styles that blend both traditional and modern elements are on the rise. This presents opportunities for fashion designers to be creative and reflect the cultural richness of the world. It is now easier for people to keep up with fashion trends from different cultures and regions, and express their identities in new and exciting ways.

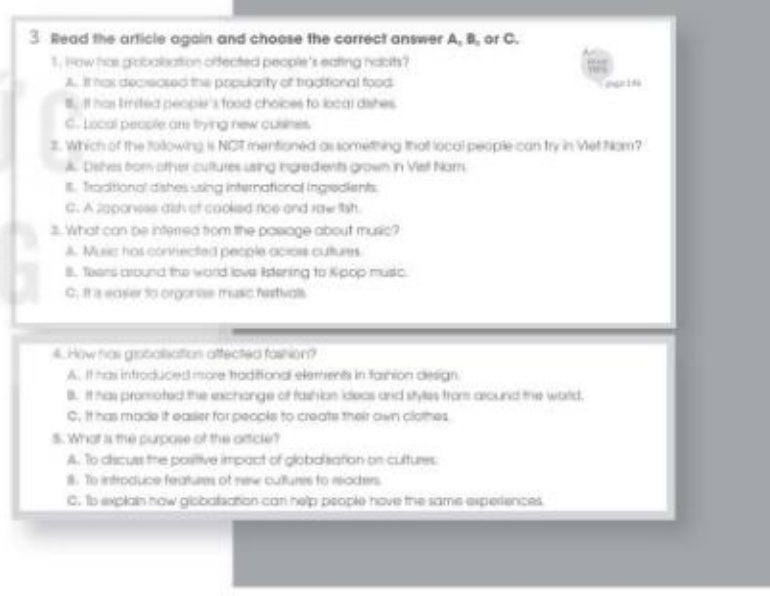
In conclusion, globalisation has helped strengthen cultural diversity in the world and made people appreciate different cultures and lifestyles.

- Read the five headings and check understanding.
- Ask Ss to read the text and identify the main idea of each paragraph, then match each heading with a suitable paragraph. Remind Ss to underline keywords or phrases in the text which can help them identify the correct heading.
- Check answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text, e.g. A – 5. Variety of cuisines (paragraph A: *a wide range of dishes and more food choices to local people*); B. 4. No borders for music (paragraph B: *discover new music, all over the world, music from different countries and cultures*); C. 2 Blending fashion styles (paragraph C: *a variety of styles and influences, blend both tradition and modern elements*).

Key: A - 5 B - 4 C - 2

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information and inference.


3 Read the article again and choose the correct answer A, B, or C.

1. How has globalisation affected people's eating habits?
   A. It has decreased the popularity of traditional food.
   B. It has limited people's food choices to local dishes.
   C. Local people are trying new cuisines.
2. Which of the following is NOT mentioned as something that local people can try in Viet Nam?
   A. Dishes from other cultures using ingredients grown in Viet Nam.
   B. Traditional dishes using international ingredients.
   C. A Japanese dish of cooked rice and raw fish.
3. What can be inferred from the passage about music?
   A. Music has connected people across cultures.
   B. Teens around the world love listening to Kpop music.
   C. It is easier to organise music festivals.
4. How has globalisation affected fashion?
   A. It has introduced more traditional elements in fashion design.
   B. It has promoted the exchange of fashion ideas and styles from around the world.
   C. It has made it easier for people to create their own clothes.
5. What is the purpose of the article?
   A. To discuss the positive impact of globalisation on cultures.
   B. To introduce features of new cultures to readers.
   C. To explain how globalisation can help people have the same experiences.

- Ask Ss to read the questions and three options, and underline keywords in each of them, e.g. Question 1: *How, globalisation, affected, eating habits;* Question 2: *Which, NOT mentioned, something, local people, try, Viet Nam;* Question 3: *What, inferred, music;* Question 4: *How, globalisation, affected, fashion;* Question 5: *What, purpose, article.*
- Ask Ss to read the text to locate the keywords, as well as paraphrases of these keywords. Then have them choose the option that matches the information in the text. Remind them to watch out for distractors, especially options that may be mentioned in the text, but are not true.
- In weaker classes, give Ss some clues by highlighting phrases or sentences that contain relevant information in the article, e.g. *The answer to Question 1 is in the first sentence of the second paragraph, 'Fast food chains and international restaurants have become popular, offering a wide range of dishes and more food choices to local people'. This implies that local people are trying new cuisines. In Question 2, first eliminate the options that are mentioned in the second paragraph, that is, A - 'international dishes use local ingredients' and C – 'Japanese sushi'.*
- Focus on Question 3, which is an inference question, i.e. it does not have a direct answer that can be found in the text, but the answer can be inferred from clues and is supported by evidence in the text.

- You may also want to explain the last question – identifying the writer's purpose. Elicit from Ss some purposes for writing, i.e. to discuss, to introduce, and to explain. Ask Ss to name text types in each category, e.g. *to discuss – opinion essays; to introduce – introductions; to explain – process, procedure, methods.* Focus on the first category, 'to discuss' and tell Ss that writers who write to discuss may also be writing to describe and explain. So, when they answer the last question, Ss should think about the text type, its content, and its tone.
- Have Ss work in pairs or groups to compare their answers.
- In stronger classes, ask Ss to explain their answers by providing clues from the text.

Exam tips: Reading comprehension MCQs

Reading for specific information

1. Read the questions and answer choices, and underline keywords.
2. Read the text and locate the keywords, as well as paraphrases of these keywords.
3. Select the answer choice that matches the information in the text.
4. Do not simply match words or phrases with those in the text. Sometimes incorrect choices contain the same words as the text.

Reading for negative factual information

1. Read the questions and answer choices, and underline keywords.
2. Read the text and locate the keywords, as well as paraphrases of these keywords.
3. Eliminate the answer choices containing the ideas/information mentioned in the text. The answer is the option which has wrong/different information or information not stated in the text.

Reading for inferences

1. Read the question and answer choices, and underline keywords.
2. Read the parts that contain the relevant information. Note that the keywords in the answer choices may be paraphrased in the text.
3. Check whether the information in each answer choice can be inferred from these parts, i.e. it is not stated directly in the text, but is true based on the information given. Eliminate the answer choices that contain irrelevant information.

Key: 1. C 2. B 3. A 4. B 5. A

Extension: Put Ss in pairs and have each pair come up with their own multiple-choice question based on the text. Ask them to write the questions on pieces of paper and collect them. Then invite each pair to read their question while the rest of the class identify the correct answer choice.

ACTIVITY 4. Post-reading

Aim: To help Ss use the ideas and language in the reading to express their opinions.

4 Work in groups. Discuss the following question.
What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.

- Put Ss in groups. Have them discuss the question.
- In weaker classes, recap the main points of the article and have Ss list the impacts of globalisation on local cultures and discuss whether they can find similar examples in Viet Nam.
- Invite one or two groups of Ss to share their ideas with the class. Praise for interesting ideas and fluent delivery.

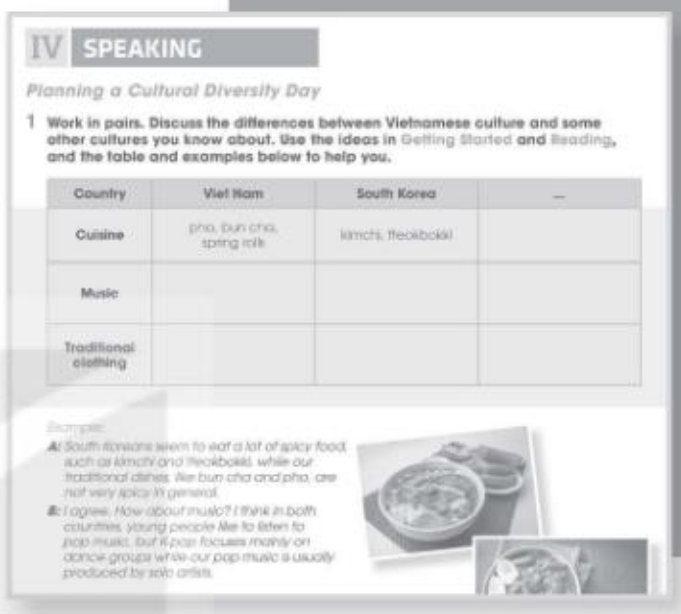
Suggested answer:

Globalisation has affected Vietnamese culture in many ways. For example, in many big cities such as Ha Noi or Ho Chi Minh City, Vietnamese children prefer eating KFC-styled fried chicken, drinking Coca-Cola and watching Disney Channel. Vietnamese television broadcasts many Korean, Chinese,

and American films. Most teenagers listen to English songs on their phones or Internet streaming sites. Now we can also enjoy goods and services with high quality and competitive prices as many foreign companies enter our market. We can watch the latest movies made in Hollywood and read bestselling books written by authors from the US, the UK, Japan, and many other countries around the world. There are many restaurants serving Thai, Italian, Japanese, Latin American and other types of food. However, people also worry that globalisation can undermine traditional cultural values and the cultural identities of our different ethnic groups. In addition, English has gained power in the Vietnamese society, which can lead to the Vietnamese language gradually losing its importance and influence.

LESSON 4. SPEAKING

PLANNING A CULTURAL DIVERSITY DAY


IV SPEAKING

Planning a Cultural Diversity Day

1 Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you.

Country	Viet Nam	South Korea	...
Cuisine	pho, bun cha, spring rolls	kimchi, tteokbokki	
Music			
Traditional clothing			

Example:

A: South Koreans seem to eat a lot of spicy food, such as kimchi and tteokbokki, while our traditional dishes, like bun cha and pho, are not very spicy in general.

B: I agree. How about music? I think in both countries, young people like to listen to pop music, but K-pop focuses mainly on dance groups while our pop music is usually produced by solo artists.

Learning outcome: By the end of the lesson, Ss will be able to discuss and plan a Cultural Diversity Day.

ACTIVITY 1

Aim: To introduce more ideas for the main speaking task and get Ss involved in the lesson.

- Ask Ss what they know about Viet Nam and other countries such as South Korea, the UK, and the US, and elicit as many facts as possible, e.g. *South Korea has a population of 52 million people. The country's capital is Seoul. Korean people celebrate the Lunar New Year. They also wear their traditional costumes, such as the hanbok, during national and regional festivals. K-pop became famous after PSY's Gangnam Style YouTube hit in 2012.*
- Then ask Ss to read and add more information to the table. Have them work in pairs to discuss the similarities and differences between Vietnamese and other cultures.
- Invite some pairs to report back to the class.
- Summarise the similarities and differences Ss have reported and write some of them on board.

Suggested answer:

Country	Viet Nam	South Korea	The UK
Cuisine	pho, bun cha, spring rolls	kimchi, tteokbokki	fish and chips, roast beef, curry, haggis
Music	folk music, chau van, pop music	K-pop, folk music, classical music	British pop (Britpop), classical music, folk music
Traditional clothing	ao dai/ao tu than	hanbok	the most famous: the Scottish kilt

Similarities and differences between Viet Nam and South Korea

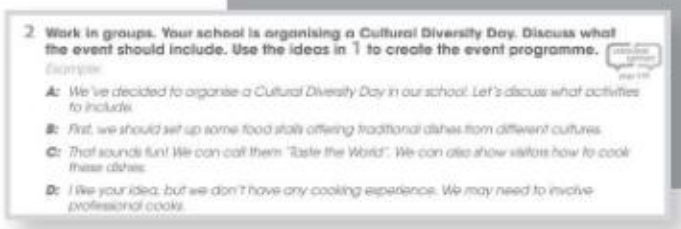
* **Similarities:** People in both countries eat rice and noodles, a lot of vegetables, and soups. We both use chopsticks; however, while we use wood or bamboo chopsticks, South Koreans eat with metal chopsticks. Street food is a big part of both cultures. We both worship ancestors, celebrate Lunar New Year, Mid-Autumn Festival, and Buddha's Birthday. Both nations also have their traditional clothing.

* **Differences:**

– Koreans like spicy food while not all Vietnamese eat spicy dishes (except people from some provinces in the Middle or South Viet Nam).

- Music: Traditional Vietnamese music is mainly used for religious activities, in daily life, and in traditional festivals. There are many music forms due to Viet Nam's numerous ethnic groups. These music forms include royal court music, dilettante music, folk music, *cheo, quan ho, chau van*, etc. Traditional Korean music is typically classified into several types: the 'legitimate music' (called *jeongak* or *jeongga*) enjoyed by the royalty and aristocracy of Joseon; folk music (court music and dance) performed for the King at celebratory state events; music and dance connected with shamanic and Buddhist traditions and poetic songs beloved of the educated elite.
- Traditional clothing: Korean women wear *hanbok* while Vietnamese women wear *ao tu than*, or *ao dai*.

ACTIVITY 2


2 Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme.

Example:

A: We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include.

B: First, we should set up some food stalls offering traditional dishes from different cultures.

C: That sounds fun! We can call them "Taste the World". We can also show visitors how to cook these dishes.

D: I like your idea, but we don't have any cooking experience. We may need to involve professional cooks.

Aim: To help Ss personalise the topic.

- Explain the context of the task – Ss discuss and create a plan for a Cultural Diversity Day at school. Elicit the purpose of holding a Cultural Diversity Day, e.g. to provide an insight into different countries and their cultures, to let students experience foreign cultures, to celebrate some aspects of the culture, to foster respect and open-mindedness for other cultures.
- Put Ss in groups and have them discuss and create a plan for the Cultural Diversity Day at school. Remind Ss of the International Cultural Festival they read about in the **Getting Started**, and the article about Globalisation and Cultural Diversity in the **Reading** section. Brainstorm some ideas based on what they have learnt so far, e.g. booths selling popular dishes and souvenirs, playing music, organising fashion shows, setting up costume booths, etc.
- In weaker classes, write the ideas on the board. Have Ss also think about where and when they will hold the event, and who they will invite to it. Ask them to think about what activities they want to organise, e.g. workshops (teaching Korean calligraphy or how to make kimchi), performances (dance or music), watching videos (movies, dramas), displays (of traditional costumes), lucky draws and culture quizzes (to win posters and souvenirs).
- Remind Ss to use the communication strategies for conversations and discussions in Appendix 1 on page 144 of the Student's Book.
- Walk round the class and offer help if necessary.

ACTIVITY 3

3 Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme.

Aim: To give Ss an opportunity to present their programmes for a Cultural Diversity Day to the class.

- Give groups a few minutes to summarise their discussions and finalise their plans for a Cultural Diversity Day. They can write their plans in the form of an event programme, including the date, venue, times of each activity, and a brief description of it.
- Invite each group to present their programmes in front of the class.
- Ask the class to vote for the best programme. Suggest some criteria for Ss to base their votes on, e.g. number of activities, duration, level of interest, invited guests, prizes. Count the votes given to each group and announce the winner.
- Praise groups for interesting ideas for activities, good effort, and fluent delivery.

Suggested answer:

CULTURAL DIVERSITY DAY PROGRAMME

Meet and experience different cultures!

10 October, 20...; 10 a.m. – 10 p.m.

Ha Noi Cultural Centre

Activities:

- South Korea: Korean calligraphy (11 a.m. – 12 noon), Kimchi making (12 noon – 2 p.m.), K-pop dance class (2 p.m. – 4 p.m.)
- United Kingdom: Exhibition about the British monarchy, Afternoon tea (2 p.m. – 4 p.m.)
- Japan: Paper folding or origami workshop (11 a.m. – 12 noon), Sushi making (12 noon – 2 p.m.), Anime drawing workshop (2 p.m. – 4 p.m.)
- Food booths: Vietnamese street food, Korean noodles and spicy dishes, Fish and chips, Sushi and tempura
- Video gallery: watch video clips of different famous bands/groups, popular TV series and videos of famous tourist sites in these countries
- Performances: K-pop dance Performance (6:30 p.m.), Britpop music Performance (7:30 p.m.)
- Lucky draw (9 p.m.)

Extension: In stronger classes, ask Ss to prepare an invitation to the Cultural Diversity Day, including the programme of the event. Explain that most event invitations include the following details: name of the person invited, title and description of the event, name of organisers, time and date, location and how to get there, dress code or what to wear, RSVP deadline. Put Ss in pairs. Have them first decide who they are going to invite, e.g. a friend, parents or grandparents, a famous person. If necessary, provide a template with some functional language for Ss to use, e.g. *You're (cordially) invited to join us at … to celebrate …, We're pleased to invite you …, The event will feature …, It'll be a great opportunity to meet people who share an interest in world cultures. Hope to see you there.* Encourage Ss to decorate their invitations. Display them in the classroom.

LESSON 5. LISTENING

CELEBRATING HALLOWEEN IN VIET NAM

ACTIVITY 1. Pre-listening

Aim: To introduce words and phrases to help Ss understand the listening and get Ss involved in the lesson.

V LISTENING

Celebrating Halloween in Viet Nam

1 Work in pairs. Label the following pictures. Do you often see them in Viet Nam?

- Ask Ss to look at the pictures and tell what they see, e.g. *In the first picture, we see some kids in fancy dress and pointy black hats, holding buckets at the doorsteps of a house. The second one shows an isolated house which looks mysterious. The third one shows some lighted pumpkins.*
- Ask Ss to work in pairs to complete the labels and guess the name of the festival. Explain that this festival will appear on the recording.
- Call on some pairs to share their answers. Check answers as a class.
- Have Ss share what they know about Halloween and if they have been to any Halloween parties or celebrations in Viet Nam.

Key: 1. trick or treating/trick or treat 2. haunted house 3. pumpkin lantern

Suggested answer: They refer to Halloween, a festival celebrated in some countries on 31st October. Halloween is now celebrated in some places in Viet Nam.

ACTIVITY 2. While-listening

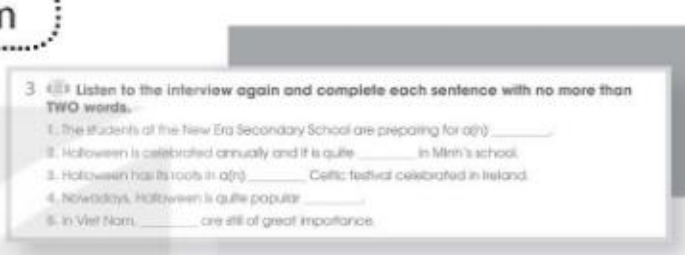
Aim: To help Ss practise listening for speakers' attitudes.

2 Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase.

1. Minh likes/dislikes celebrating Halloween.
2. Minh thinks the history of Halloween is boring/interesting.
3. Mai thinks that people should/shouldn't celebrate Halloween in Viet Nam.
4. Mai believes that the popularity of international festivals in Viet Nam is cause for alarm/no cause for alarm.

- Have Ss read the four statements, and make guesses before listening. Ss can also underline other keywords besides the two answer choices in each statement, e.g. 1. *Halloween;* 2. *history, Halloween;* 3. *celebrate, Viet Nam;* 4. *popularity, international festivals.*
- Play the recording and tell Ss to listen, paying attention to the keywords and circle the correct word or phrase. Explain that these questions test listening for attitudes, that is, the way people think or feel about someone or something, and the way they behave towards them. Remind Ss to pay attention to words or expressions speakers may use to describe their likes or dislikes, agreement or disagreement as well as their tone of voice. This will help them to choose the correct option that best reflects the person's attitude, e.g. Question 1. *Minh says 'it's great fun' when the interviewer asks him if he likes taking part in Halloween parties, so the answer for Question 1 is 'likes'.*
- Have Ss compare their answers in pairs or groups.
- Check answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening.
- In weaker classes, play the recording again pausing at the places where they can get the information.

Key: 1. likes 2. interesting 3. shouldn't 4. no cause for alarm


3. Listen to the interview again and complete each sentence with no more than TWO words.
1. The students at the New Era Secondary School are preparing for a(n) _____.
2. Halloween is celebrated annually and it is quite _____ in Minh's school.
3. Halloween has its roots in a(n) _____ Celtic festival celebrated in Ireland.
4. Nowadays, Halloween is quite popular _____.
5. In Viet Nam, _____ are still of great importance.

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Have Ss read each of the statements, underline keywords, and identify the part of speech to fill in each blank; e.g. 1. *students, New Era Secondary School, preparing* (noun); 2. *Halloween, celebrated, annually, Minh's school* (adjective); 3. *Halloween, roots, Celtic festival, Ireland* (adjective); 4. *Halloween, popular* (a prepositional phrase); 5. *Viet Nam, of great importance* (noun). Tell Ss to pay more attention to these words and phrases, and any context clues. Remind Ss that the statements may include paraphrases of what they hear on the recording so they should listen for synonyms, or phrases with similar meanings.
- In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening.
- Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than two words for each blank).
- Have Ss compare their answers in pairs or groups.
- Check answers as a class. Invite individual Ss to read out the word/phrase they used to fill in each blank.
- In weaker classes, have Ss listen again, pausing at the places where Ss can find the information.

Key: 1. special event 2. popular 3. ancient 4. in Asia 5. traditional festivals

Audio script – Tracks 11 + 12:

Interviewer: Hello, we're at the New Era Secondary School in Ha Noi and the students are preparing for a special event. I'm going to talk to some of them. Hi, Minh, what are you doing?

Minh: I'm helping my classmates create a Halloween haunted house.

Interviewer: Really? I didn't know you celebrated Halloween in Viet Nam.

Minh: Actually, it's an annual event at my school, and it's very popular among my classmates.

Interviewer: Do you like taking part in Halloween parties?

Minh: Yes, it's great fun! But I'm more interested in its origin. Halloween is believed to originate from an ancient festival in Ireland. It marked the beginning of the Celtic new year.

Interviewer: Wow! You know so much about Halloween. Thank you. Now, let's interview another student. Hi, Mai, are you going to any Halloween parties today?

Mai: Not really. Wearing scary costumes is very childish. I also find the Halloween custom of trick or treating a bit childish.

Interviewer: So what do you think about celebrating Halloween in Viet Nam?

Mai: It's a waste of time. Why should we celebrate it here when other countries don't celebrate Tet or other Vietnamese festivals?

Interviewer: You have a point, but Halloween is popular in Asia. There are more international festivals celebrated in Viet Nam now. Do you think they have any negative impacts on your culture?

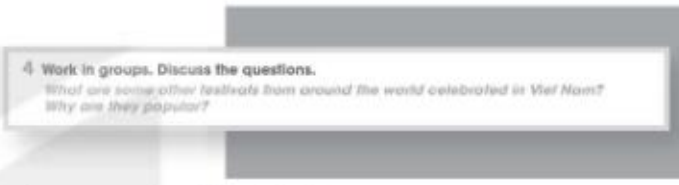
Mai: Not really. Many people worry that our culture will be ruined by international festivals, but they needn't worry too much. Our traditional festivals haven't lost their appeal.

Interviewer: That's interesting. Thanks for sharing.

Extension: Play the recording, pausing before the last word or phrase of long sentences and have Ss recall or guess it, e.g. play Minh's line until *haunted house*: *I'm helping my classmates create a Halloween* … Have Ss call out the missing phrase. In stronger classes, ask Ss to write the words or phrases on the board.

ACTIVITY 4. Post-listening

Aim: To give Ss the opportunity to use the ideas and language in the listening to express opinions.


4 Work in groups. Discuss the questions.
What are some other festivals from around the world celebrated in Viet Nam?
Why are they popular?

- Ask Ss to work in groups and discuss the questions. Walk round the class and offer help.
- In weaker classes, bring some pictures illustrating festivals from different parts of the world. Elicit the festivals' names, and when and how people celebrate them.
- Call on Ss from different groups to share their ideas with the class.

Suggested answer:

Other festivals celebrated in Viet Nam include Valentine's Day, Christmas, and New Year's Eve. They are becoming popular because they are based on the solar calendar, which is accepted all over the world. Moreover, many young Vietnamese people learn English as a second language, so celebrating these festivals gives them the opportunity to practise the language and explore world cultures. Young people also like to find new ways to entertain themselves and have fun.

LESSON 6. WRITING

AN OPINION ESSAY ON THE IMPACT OF WORLD FESTIVALS ON YOUNG VIETNAMESE PEOPLE

Learning outcome: By the end of this lesson, Ss will be able to write an opinion essay about celebrating world festivals in Viet Nam.

ACTIVITY 1

Aim: To help Ss generate ideas for their writing.

- Have Ss work in pairs. Tell them to read the statements and discuss which of them represent a positive or negative impact. Ss may also refer to the ideas in the **Listening** section (the celebrations of world festivals in Viet Nam).
- Encourage Ss to discuss and provide explanation for the reasons why celebrating world festivals can have both positive and negative impact.
- Call on some pairs to share their answers.
- Check answers as a class.

VI WRITING

An opinion essay on the impact of world festivals on young Vietnamese people

1 Work in pairs. Decide whether the following points are positive or negative impact of celebrating world festivals. Discuss the reasons.

World festivals ...	Positive	Negative
1. encourage people to buy things they don't need.		
2. encourage extracurricular activities.		
3. may make people lose their sense of identity.		
4. bring a lot of fun, happiness, and joy.		
5. may make young people ignore local festivals.		
6. help young people learn about other cultures.		

Example:

A: I think world festivals are expensive to celebrate, which can have negative impact on young people.

B: I agree with you. Most students don't have a lot of money, and shouldn't waste their pocket money on things they don't often use like Halloween costumes or Christmas decorations.

Suggested answers:

Positive: 2, 4, 6 Negative: 1, 3, 5

Positive impact:

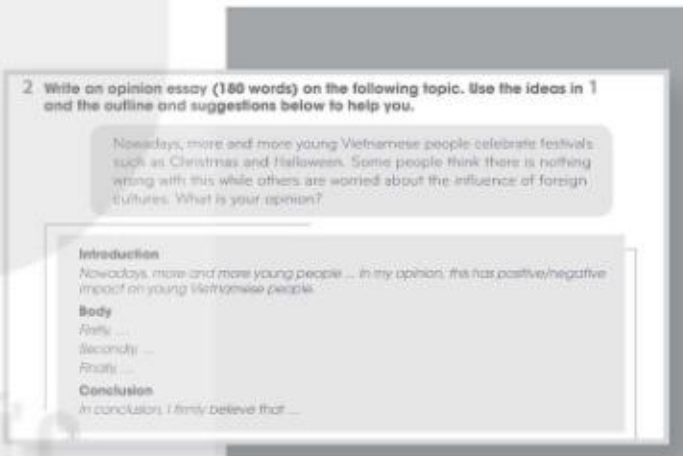
- encourage extracurricular activities: we can organise social events such as Christmas fairs or Halloween parties, we can take part in cultural or festive performances.
- bring a lot of fun, happiness, and joy: we can use them as opportunities to relax and spend time with friends and family, enjoy musical performances or taste traditional dishes eaten during those festivals.
- help young people learn about other cultures: we can learn about the origins and history of a festival, the traditions and customs of people in other countries.

Negative impact:

- encourage people to buy things they don't need: students buy items to dress up for Halloween or decorate for Christmas, which they don't use often.
- may make people lose their sense of identity: as we celebrate world festivals and learn about their history and customs, we may lose sight of our traditions and culture, and adopt other cultures' values.
- may make young people ignore local festivals: more and more young people celebrate world festivals instead of local ones; their dates are easier to remember than local ones which are based on the lunar calendar.

ACTIVITY 2

Aim: To help Ss practise writing an opinion essay about celebrating world festivals in Viet Nam.


2 Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you.

Nowadays, more and more young Vietnamese people celebrate festivals such as Christmas and Halloween. Some people think there is nothing wrong with this while others are worried about the influence of foreign cultures. What is your opinion?

Introduction
Nowadays, more and more young people ... In my opinion, this has positive/negative impact on young Vietnamese people.
Body
Firstly, ...
Secondly, ...
Finally, ...
Conclusion
In conclusion, I firmly believe that ...

- Review the structure of an opinion essay Ss have learnt in Tiếng Anh 11 (Unit 2 and Unit 10). On the board, write the parts, but jumbled up:

  A. Second reason for supporting this view with examples and facts

  B. Conclusion summarising the writer's point of view

  C. First reason for supporting this view with examples and facts

  D. Introduction to the issue and the writer's point of view

  Ask Ss to put them in the correct order, i.e. D - C - A - B.
- Ask Ss to study the outline and the useful expressions, and check understanding. Explain that the body of the opinion essay can include more than two paragraphs or two reasons for supporting a particular view. Tell Ss that this text type is also known as a one-sided argumentative essay as the writer only presents the side of the argument that he/she supports.
- Put Ss in groups and have them discuss which view they are going to support, i.e. whether people should celebrate world festivals or not, and why. Encourage them to use the points in **1** and the ideas they have brainstormed.
- Have Ss work individually to write their first draft. Set a time limit for the task. Walk round the class to give further support if needed.
- When Ss finish writing, give them a few minutes to check their essays.
- Then put Ss in pairs and ask them to swap their draft essays for peer review. Encourage them to comment on each other's ideas, vocabulary, and grammar. If time allows, ask Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

Suggested answer:

Should we celebrate world festivals?

Nowadays, more and more young Vietnamese people celebrate festivals such as Christmas and Halloween. Some people think there is nothing wrong with this while others are worried about the influence of foreign cultures. In my opinion, celebrating world festivals has more positive than negative impact on young Vietnamese.

Firstly, festivals are a great way to understand a nation's culture. Taking part in celebrations can help young people learn more about other people's traditions and customs. For example, Christmas is a typical holiday in many foreign countries, so when joining the festivities, young people can learn about its origin and history, the tradition of decorating one's home and getting presents for family and close friends, and putting them under the Christmas tree.

Secondly, festivals are special events that help bring fun, happiness, and joy to young people's lives. They give an opportunity for young people to relax and spend enjoyable time with their friends and family. People can enjoy the festive spirit by watching performances, dressing up, and eating festive food.

Finally, it cannot be denied that world festivals also encourage extracurricular activities at schools. Organising special events every year, such as Halloween parties or Christmas fairs, encourages students to discover interesting things about the festivals, socialise with friends from other cultures, or create their own performances.

In conclusion, I firmly believe that celebrating world festivals in Viet Nam does more good than harm to young people. They can have fun, broaden their cultural knowledge, and enjoy their school life more.

Extension: In stronger classes, introduce another type of essay – the two-sided argumentative or discussion essay, in which a writer presents both points of view objectively before giving their own opinion. Have Ss work in groups and try to write an introductory paragraph for this type of essay, e.g. *There has been a lot of discussion about the impact of international/world festivals on local youth. Some people consider these festivals as a great opportunity for young people to learn about other cultures while others are worried about the loss of national identity. This essay will discuss both points of view and argue in favour of the latter/former.* Encourage Ss to write their two-sided argumentative essays at home.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

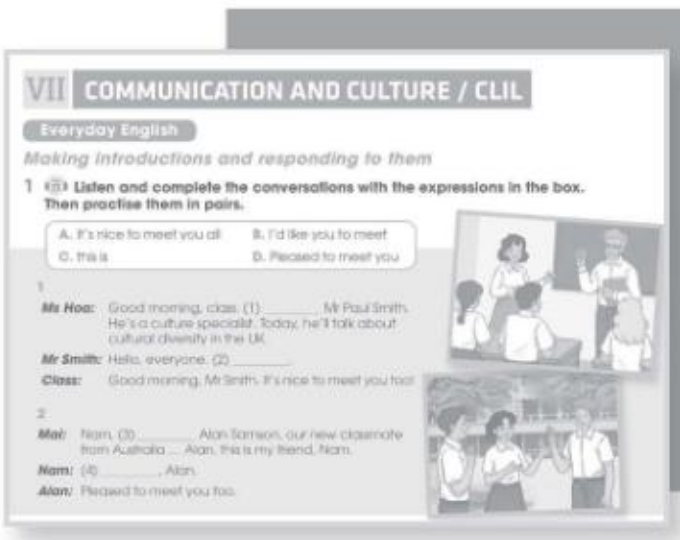
EVERYDAY ENGLISH

MAKING INTRODUCTIONS AND RESPONDING TO THEM

ACTIVITY 1

Aims:

- To provide model conversations in which speakers make and respond to introductions;
- To review expressions for making and responding to introductions.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making introductions and responding to them

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. It's nice to meet you all. B. I'd like you to meet
C. this is D. Pleased to meet you

1

Ms Hoa: Good morning, class. (1) _____ Mr Paul Smith. He's a culture specialist. Today, he'll talk about cultural diversity in the UK.

Mr Smith: Hello, everyone. (2) _____

Class: Good morning, Mr Smith. It's nice to meet you too!

2

Mai: Nam, (3) _____ Alan Tomson, our new classmate from Australia. ... Alan, this is my friend, Nam.

Nam: (4) _____, Alan.

Alan: Pleased to meet you too.

- Ask Ss to read through the two incomplete conversations and the expressions in the box. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about? What is the difference between Conversations 1 and 2?*

(The first conversation is more formal and involves more formal language used in official situations, while the second one is informal and more relaxed.).

- In stronger classes, encourage Ss to fill in the gaps based on context clues before listening to the recording.
- Have Ss listen and complete the conversations with the expressions in the box.
- Check answers by asking three Ss to read out the conversations.
- Have Ss underline expressions used to make and respond to introductions, *I'd like you to meet …; this is …; It's nice to meet you …; Pleased to meet you …*
- Put Ss in groups of three and have them practise the conversations.
- Invite some groups to role-play the conversations in front of the class.

Key: 1. B 2. A 3. C 4. D

Audio script – Track 13:

1.

Ms Hoa: Good morning, class. I'd like you to meet Mr Paul Smith. He's a culture specialist. Today, he'll talk about cultural diversity in the UK.

Mr Smith: Hello, everyone. It's nice to meet you all.

Class: Good morning, Mr Smith. It's nice to meet you too!

2.

Mai: Nam, this is Alan Samson, our new classmate from Australia … Alan, this is my friend, Nam.

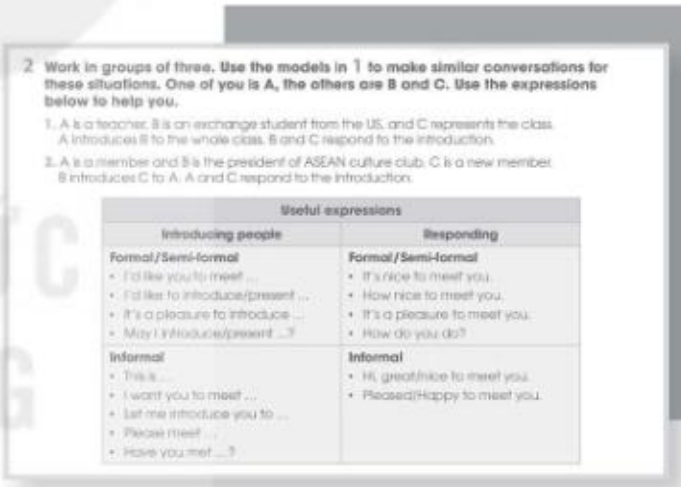
Nam: Pleased to meet you, Alan.

Alan: Pleased to meet you too.

ACTIVITY 2

Aim: To help Ss practise making and responding to introductions.

- Ask Ss to read through the situations and check understanding. Ask them if they have been in situations where they were required to introduce others or they were introduced by someone.
- In weaker classes, underline words and phrases in the model conversations that Ss can replace with information from the new situations. Write some prompts on the board.



2 **Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you.**

1. A is a teacher. B is an exchange student from the US, and C represents the class. A introduces B to the whole class. B and C respond to the introduction.
2. A is a member and B is the president of ASEAN culture club. C is a new member. B introduces C to A. A and C respond to the introduction.

Useful expressions

Introducing people	Responding
Formal/Semi-formal	**Formal/Semi-formal**
• I'd like you to meet …	• It's nice to meet you.
• I'd like to introduce/present …	• How nice to meet you.
• It's a pleasure to introduce …	• It's a pleasure to meet you.
• May I introduce/present …?	• How do you do?
Informal	**Informal**
• This is …	• Hi, great/nice to meet you.
• I want you to meet …	• Pleased/Happy to meet you.
• Let me introduce you to …	
• Please meet …	
• Have you met …?	

- Go through the **Useful expressions** in the table and remind Ss to use them in their conversations.
- Have Ss work in groups of three. Give them a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. how they are going to start the conversation, how they introduce a new member to the whole class, or how their class will respond. Encourage them to use the words and/or phrases about multicultural world they have learnt so far in this unit (e.g. in the **Language** and **Reading** sections) in their conversations.
- Walk round the class and provide help if needed.
- Call on some groups to role-play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for making introductions and responding, clear pronunciation, and fluent delivery.

Suggested answers:

1.

A: Hello, class. I'd like to introduce Gregg Miller – our new exchange student. He is from Texas, the USA, and will be studying in our school for one year.

B: Hello, everyone. It's nice to meet you all.

C: Hi, Gregg. Nice to meet you too. Welcome to our class.

2.

B: Hey, Long. Have you met Pat? He has joined our ASEAN culture club this week. He's going to give a presentation on globalisation and ASEAN cultures tomorrow.

A: Hi, Pat. Happy to meet you. My name is Long.

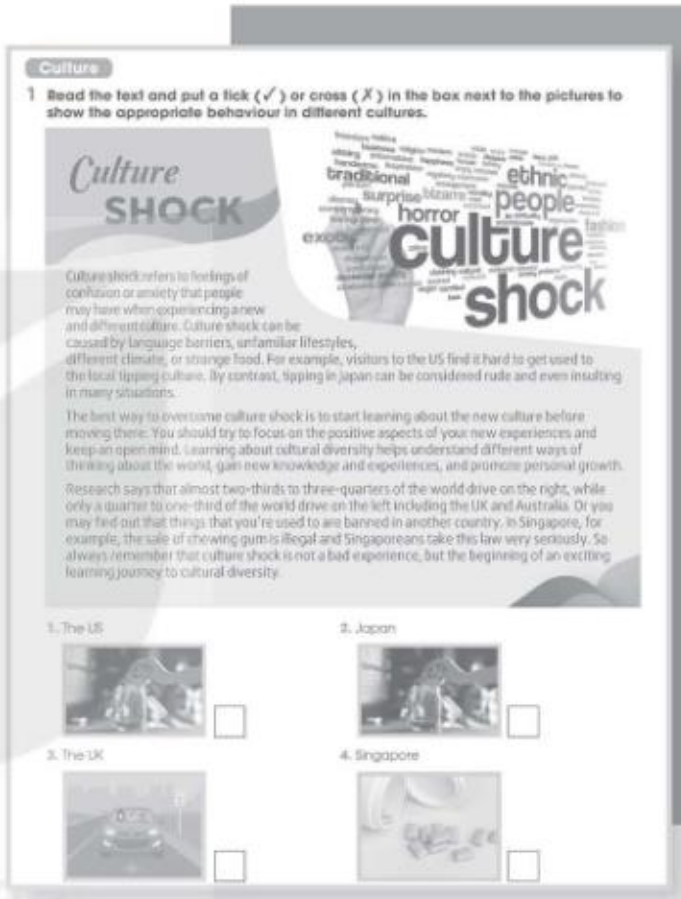
C: Hi, Long. Great to meet you too.

CULTURE

CULTURE SHOCK

ACTIVITY 1

Aim: To help Ss learn about culture shock.


Culture

1 Read the text and put a tick (✓) or cross (✗) in the box next to the pictures to show the appropriate behaviour in different cultures.

Culture SHOCK

traditional ethnic people surprise bizarre horror culture shock exotic

Culture shock refers to feelings of confusion or anxiety that people may have when experiencing a new and different culture. Culture shock can be caused by language barriers, unfamiliar lifestyles, different climate, or strange food. For example, visitors to the US find it hard to get used to the local tipping culture. By contrast, tipping in Japan can be considered rude and even insulting in many situations.

The best way to overcome culture shock is to start learning about the new culture before moving there. You should try to focus on the positive aspects of your new experiences and keep an open mind. Learning about cultural diversity helps understand different ways of thinking about the world, gain new knowledge and experiences, and promote personal growth.

Research says that almost two-thirds to three-quarters of the world drive on the right, while only a quarter to one-third of the world drive on the left including the UK and Australia. Or you may find out that things that you're used to are banned in another country. In Singapore, for example, the sale of chewing gum is illegal and Singaporeans take this law very seriously. So always remember that culture shock is not a bad experience, but the beginning of an exciting learning journey to cultural diversity.

1. The US 2. Japan 3. The UK 4. Singapore

- Ask Ss some questions to find out what they already know about the topic, e.g. *What does culture shock mean? Have you ever experienced culture shock? When do people experience culture shock?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *Why do people experience culture shock? How does it affect people? What are some examples of culture shock? How can people overcome culture shock?*
- Go through the pictures and elicit what each one shows, e.g. 1 & 2. *Money collected from tips*; 3. *Left-hand driving*; 4. *Chewing gum.*
- Put Ss into pairs. Ask them to read the text and complete the table by putting a tick or a cross in the box. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class. Have Ss provide evidence from the text for each answer.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key: 1. ✓ 2. × 3. ✓ 4. ×

ACTIVITY 2

Aim: To help Ss relate what they have learnt about culture shock to the situation in Viet Nam.

2 Work in groups. Discuss the questions.

What kind of culture shock do you think foreigners may experience in Viet Nam? What will you do to help them overcome it?

- Ask Ss to work in groups to discuss the two questions.
- In weaker classes, ask questions to brainstorm ideas as a class, e.g. *What are some unusual things in Viet Nam that foreigners may find strange? Can you think of any customs that exist only in our country? How does our food differ from that in other countries? Will foreigners find it difficult to understand or learn our language?*
- To answer the first question, encourage Ss to compare cultural features of people in Viet Nam with those in other countries, e.g. eating habits (using chopsticks, street foods), transport (very busy traffic, too many motorbikes), language barriers (different dialects across regions, traffic signs in Vietnamese only), shopping (street markets, bargaining).
- Then Ss should come up with some solutions to help foreigners cope with the various effects of culture shock, e.g. make friends with international students, and guide them, design leaflets/videos

about cultural features of Viet Nam, so they can learn as much as possible about the country, help them learn the language and get involved in the local community.

- Invite some groups to present a summary of their discussion to the class.

Suggested answer:

Foreigners such as tourists, international students, or foreign workers may experience culture shock when they come to Viet Nam. For example, they may not be used to eating with chopsticks or eating street food cooked in front of them by a non-professional local person. Some may find the hustle and bustle of big cities like Ho Chi Minh City or Ha Noi overwhelming and very noisy. They may find that there are too many motorbikes on the roads and street vendors blocking the streets.

To help them, travel agencies should provide tour guides or local people to accompany them when they want to explore our cities and towns. Moreover, we can design some video clips or leaflets to introduce special features of Vietnamese culture and things considered embarrassing or offensive that they should avoid.

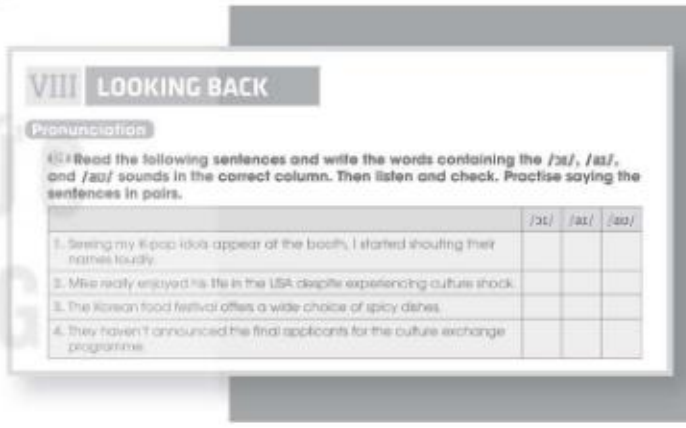
Extension: Put Ss in groups. Have each group come up with examples of culture shock from other countries that they have visited or heard about, e.g. India – cows are sacred animals and allowed to roam freely in cities, food can be very spicy; South Korea – people use metal chopsticks, free Wi-Fi is available everywhere, everything is done very quickly so people can be a bit impatient; France – dinner is late and most restaurants don't open before 7 or 8 p.m., people say hi and bye by giving cheek kisses.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

PRONUNCIATION

Aim: To help Ss review the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.


VIII LOOKING BACK

Pronunciation

4 Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs.

	/ɔɪ/	/aɪ/	/aʊ/
1. Seeing my K-pop idols appear at the booth, I started shouting their names loudly.			
2. Mike really enjoyed his life in the USA despite experiencing culture shock.			
3. The Korean food festival offers a wide choice of spicy dishes.			
4. They haven't announced the final applicants for the culture exchange programme.			

- Have Ss read the sentences and check understanding.
- Tell Ss to underline the words containing the diphthongs in each sentence, then compare their answers in pairs. Have them write the words in the correct columns.
- Play the recording once for Ss to check their answers.
- Confirm the correct answers.
- Have Ss practise saying the sentences out loud in pairs, making sure they pronounce the diphthongs correctly.
- Ask several Ss to say the sentences out loud in front of the class. Praise for correct pronunciation, appropriate intonation, and fluent delivery.

Key + Audio script – Track 14:

	/ɔɪ/	/aɪ/	/aʊ/
1. Seeing my K-pop idols appear at the booth, I started shouting their names loudly.		my, idols, I	shouting, loudly
2. Mike really enjoyed his life in the USA despite experiencing culture shock.	enjoyed	Mike, life, despite	
3. The Korean food festival offers a wide choice of spicy dishes.	choice	wide, spicy	
4. They haven't announced the final applicants for the culture exchange programme.		final	announced

VOCABULARY

Vocabulary

Choose the correct word to complete each of the sentences.

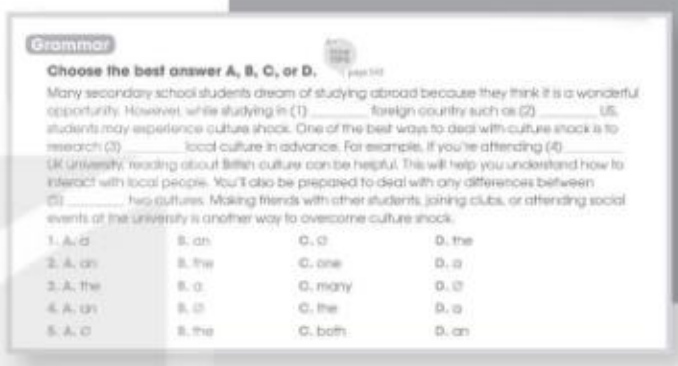
1. Studying abroad is a growing trend/event in many Asian countries.
2. It is believed that Thailand's Songkran celebrations originate/originate from a Buddhist story.
3. It's important to preserve a country's national fame/identity through its culture.
4. Italian cuisine/culture is popular because it is delicious and healthy.

Aim: To help Ss review words they have learnt in this unit.

- Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the answer choices and have them explain the difference between them, e.g. 1. *trend – a gradual change or development; event – something that happens*.
- Tell Ss to study the context clues carefully and decide on the suitable word to complete each sentence.
- Have Ss check their answers in pairs or groups.
- Confirm answers as a class by asking individual Ss to read the sentences.

Key: 1. trend 2. originate 3. identity 4. cuisine

GRAMMAR


Grammar

Choose the best answer A, B, C, or D.

Many secondary school students dream of studying abroad because they think it is a wonderful opportunity. However, while studying in (1) _____ foreign country such as (2) _____ US, students may experience culture shock. One of the best ways to deal with culture shock is to research (3) _____ local culture in advance. For example, if you're attending (4) _____ UK university, reading about British culture can be helpful. This will help you understand how to interact with local people. You'll also be prepared to deal with any differences between (5) _____ two cultures. Making friends with other students, joining clubs, or attending social events at the university is another way to overcome culture shock.

1. A. a	B. an	C. Ø	D. the
2. A. an	B. the	C. one	D. a
3. A. the	B. a	C. many	D. Ø
4. A. an	B. Ø	C. the	D. a
5. A. Ø	B. the	C. both	D. an

Aim: To help Ss review the use of indefinite and definite articles.

- Ask Ss to read the text and check understanding.
- In weaker classes, give Ss a few minutes to revise the use of indefinite and definite articles in the **Language** section.
- Focus their attention on the noun or noun phrase after each gap. Have Ss decide on the article and fill in each gap.
- Have Ss check their answers in pairs or groups.
- Confirm answers by asking Ss to read a sentence each and elicit why they have used that particular article, e.g. 1. *The indefinite article 'a' is needed before the singular, countable noun '(foreign) country', which is mentioned for the first time in the text.*

Exam tips: Gap-fills (MCQs): Choosing the best answers to complete the text

1. Read each sentence with the gap. Try to understand the meaning.
2. Look through the answer choices. Pay attention to the grammar of the sentence. For example, think if the gap requires a verb or noun, and in what form - plural or singular. Eliminate any grammatical incorrect choices.
3. Pay attention to the pronouns and logical connectors in the text, and choose words that maintain the right relationships.
4. Choose the answer choice that makes a meaningful sentence.

Key: 1. A 2. B 3. A 4. D 5. B

PROJECT

INTRODUCE A CULTURE

PROJECT

INTRODUCE A CULTURE

Work in groups. Choose a country and do some research on its culture. Give a group presentation. It can include some of the following information:

- Name of the country
- Language(s) spoken
- Traditional festivals and customs
- Music, dance, and fashion
- Cuisine

ITALY

Name: Italy
Language: Italian
Traditional festivals and customs:

Venice Carnival

Palio horse race

Cuisine

Dance and fashion

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for their presentation.

- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' oral presentations or viewing their posters or leaflets, and asking questions about them. They should also write comments if they have any. The presenters or group representatives should also complete their self-assessment checklists.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- If most Ss are giving poster presentations or designing leaflets, organise an exhibition in the classroom where groups can display their posters or leaflets in advance. Ask the group representatives to stand next to their posters/leaflets while the rest of the class walk around, study the posters, and ask questions about them.
- You can also give Ss marks for their oral presentations or posters/leaflets as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters concluded their talk appropriately.		
CONTENT: *The presentation includes the following information:*		
– Name of the country		
– Language(s) spoken		
– Traditional festivals and customs		
– Music, dance, and fashion		
– Traditional cuisine		
DESIGN / ORGANISATION		
– The presentation slides/poster/leaflet are/ is well-organised and visually attractive.		
– There are no spelling or grammar mistakes.		

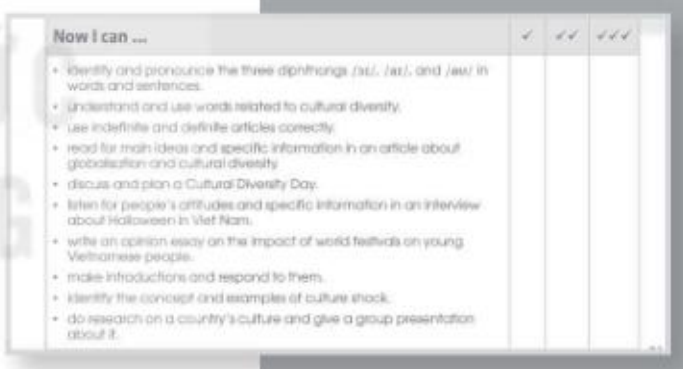
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I concluded my talk appropriately.		
CONTENT: *The presentation includes the following information:*		
– Name of the country		
– Language(s) spoken		
– Traditional festivals and customs		
– Music, dance, and fashion		
– Traditional cuisine		
DESIGN / ORGANISATION		
– The presentation slides/poster/leaflet are/ is well-organised and visually attractive.		
– There are no spelling or grammar mistakes.		
Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 3

GREEN LIVING

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and pronounce the diphthongs /ɪə/, /eə/, and /ʊə/ in words and sentences;
- understand and use words and phrases related to green living;
- use verbs with prepositions correctly;
- use relative clauses to refer to a whole sentence correctly;
- read for main ideas and specific information in emails about going green with plastics;
- discuss ways to reduce, reuse, and recycle paper and express opinions;
- listen for main ideas, specific information, and instructions in a conversation about creating a compost pile;
- write a problem-solving report to suggest green solutions;
- make predictions;
- recognise festival traditions that are not friendly environmentally and suggest solutions;
- design a leaflet promoting an eco-friendly habit and present it to the class.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

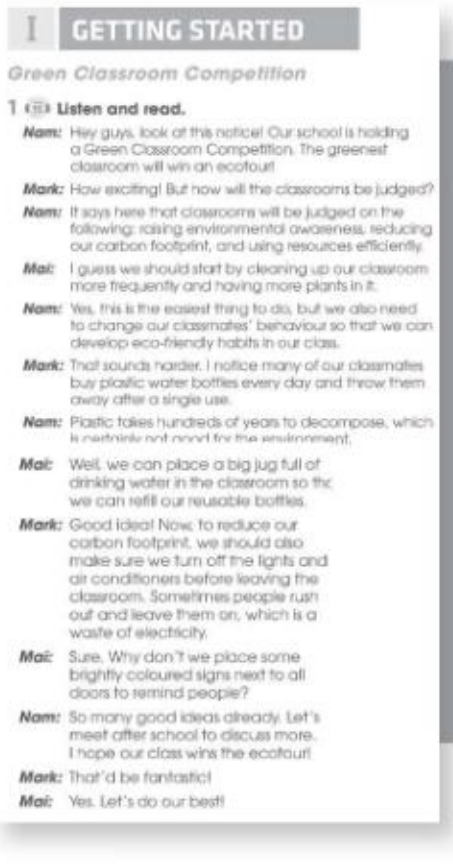
– To lead into the unit.

- Review the previous unit and revise some of the target words Ss have learnt by having Ss play a guessing game. Write names of different countries on pieces of paper, e.g. Japan, South Korea, the UK, and place them in a box. Ask a student to come to the board and draw a piece of paper from the box. Have the student then come up with some words, phrases, or sentences to describe the most famous cultural features of the country on their piece of paper, e.g. *Japan: kimono, cherry blossom, sushi, The tea ceremony plays an important role in this country.* Other Ss try to guess the name of the country. When someone guesses the name of the country correctly, praise them and invite them to draw another piece of paper from the box. Continue the game until there are no pieces left in the box.
- Lead into the unit topic. Write the unit title *Green living* on the board. Ask questions to check understanding of the concept, e.g. *What is green living?* (lifestyle that is good for the environment) *Can you give an example of green living?* (turning off lights when you leave a room, using public transport instead of private vehicles, recycling plastic bottles, etc.).
- Ask Ss to open their books at page 32. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar points to be learnt in the unit.

- Ask Ss to look at the picture, the heading, and the conversation, and ask questions, e.g. *Who are the speakers?* (three friends/ classmates – Nam, Mark, and Mai) *What do you think they are discussing?* (taking part in a green competition) *What green activities can you see in the picture?* (using solar power, using public transport, riding bikes to school, recycling).
- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to green living, e.g. *raising environmental awareness, reducing our carbon footprint, using resources efficiently*.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Ask two or three groups of three Ss to read the conversation aloud.



I GETTING STARTED

Green Classroom Competition

1 Listen and read.

Nam: Hey guys, look at this notice! Our school is holding a Green Classroom Competition. The greenest classroom will win an ecotour!

Mark: How exciting! But how will the classrooms be judged?

Nam: It says here that classrooms will be judged on the following: raising environmental awareness, reducing our carbon footprint, and using resources efficiently.

Mai: I guess we should start by cleaning up our classroom more frequently and having more plants in it.

Nam: Yes, this is the easiest thing to do, but we also need to change our classmates' behaviour so that we can develop eco-friendly habits in our class.

Mark: That sounds harder. I notice many of our classmates buy plastic water bottles every day and throw them away after a single use.

Nam: Plastic takes hundreds of years to decompose, which is certainly not good for the environment.

Mai: Well, we can place a big jug full of drinking water in the classroom so that we can refill our reusable bottles.

Mark: Good idea! Now, to reduce our carbon footprint, we should also make sure we turn off the lights and air conditioners before leaving the classroom. Sometimes people rush out and leave them on, which is a waste of electricity.

Mai: Sure. Why don't we place some brightly coloured signs next to all doors to remind people?

Nam: So many good ideas already. Let's meet after school to discuss more. I hope our class wins the ecotour!

Mark: That'd be fantastic!

Mai: Yes. Let's do our best!

Audio script – Track 15:

Nam: Hey guys, look at this notice! Our school is holding a Green Classroom Competition. The greenest classroom will win an ecotour!

Mark: How exciting! But how will the classrooms be judged?

Nam: It says here that classrooms will be judged on the following: raising environmental awareness, reducing our carbon footprint, and using resources efficiently.

Mai: I guess we should start by cleaning up our classroom more frequently and having more plants in it.

Nam: Yes, this is the easiest thing to do, but we also need to change our classmates' behaviour so that we can develop eco-friendly habits in our class.

Mark: That sounds harder. I notice many of our classmates buy plastic water bottles every day and throw them away after a single use.

Nam: Plastic takes hundreds of years to decompose, which is certainly not good for the environment.

Mai: Well, we can place a big jug full of drinking water in the classroom so that we can refill our reusable bottles.

Mark: Good idea! Now, to reduce our carbon footprint, we should also make sure we turn off the lights and air conditioners before leaving the classroom. Sometimes people rush out and leave them on, which is a waste of electricity.

Mai: Sure. Why don't we place some brightly coloured signs next to all doors to remind people?

Nam: So many good ideas already. Let's meet after school to discuss more. I hope our class wins the ecotour!

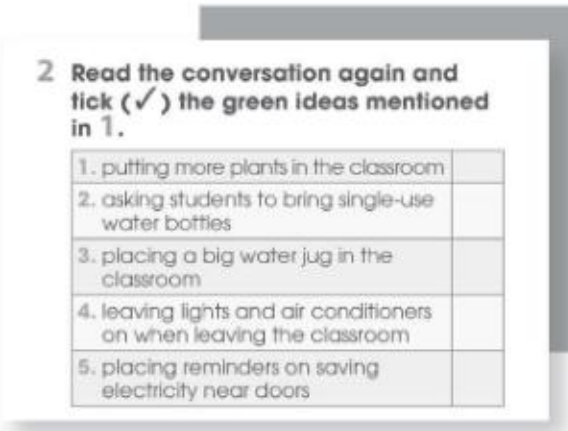
Mark: That'd be fantastic!

Mai: Yes. Let's do our best!

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to read the five points in the table and check understanding.
- Then have Ss read the conversation again and find evidence that supports each answer, e.g. 1. ✓ *Mai says that they need to have more plants in their classroom.* 2. × *Mark says that many of their classmates buy single-use water bottles and throw them away, which is bad for the environment.*



2 **Read the conversation again and tick (✓) the green ideas mentioned in 1.**

1. putting more plants in the classroom	
2. asking students to bring single-use water bottles	
3. placing a big water jug in the classroom	
4. leaving lights and air conditioners on when leaving the classroom	
5. placing reminders on saving electricity near doors	

- Have Ss work in pairs to discuss and compare their answers. Check answers as a class.

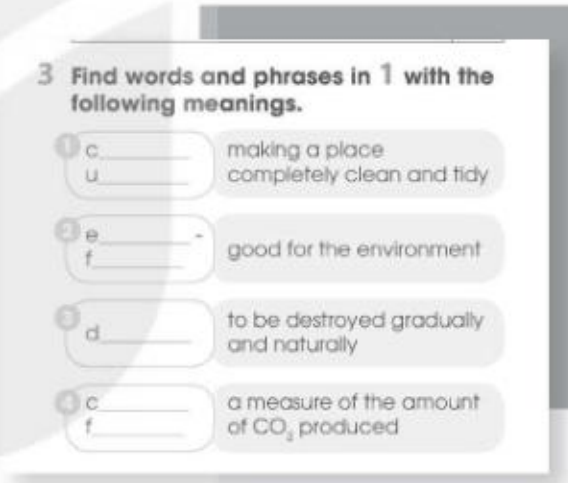
Key: 1. ✓ 3. ✓ 5. ✓

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *What will the winner get? How will the classrooms be judged? What does Mai suggest that they should start with? What does Nam think that they should try to change? What do many of their classmates buy every day? How long does it take for plastic to decompose?*

ACTIVITY 3

Aim: To introduce words and phrases related to green living.

- Remind Ss of the words and phrases they underlined in **1**. Have them look at the letters on the left and the meanings on the right. Ask them to check if they have underlined any words and phrases starting with these letters.
- Ask Ss to read the conversation again and find the words and phrases.
- Check answers as a class.



3 **Find words and phrases in 1 with the following meanings.**

1	c_____ u_____	making a place completely clean and tidy
2	e_____ f_____	good for the environment
3	d_____	to be destroyed gradually and naturally
4	c_____ f_____	a measure of the amount of CO_2 produced

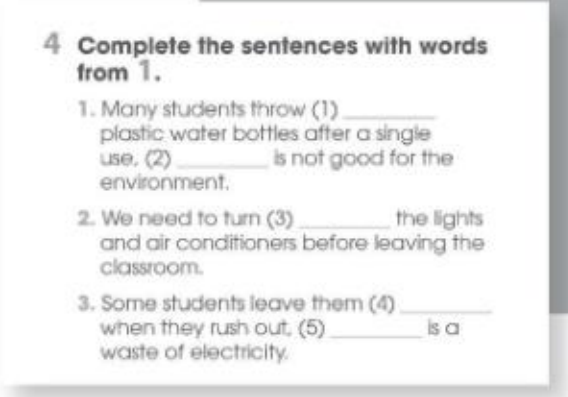
Key: 1. cleaning up 2. eco-friendly 3. decompose 4. carbon footprint

Extension: Put Ss in groups and have them come up with collocations with the four vocabulary items, e.g. *carbon footprint – measure/reduce one's carbon footprint, a carbon footprint calculator.* Explain the meaning of any collocations Ss may not be familiar with. In stronger classes, have Ss make sentences with the phrases, e.g. *There are many ways we can reduce our carbon footprint.*

ACTIVITY 4

Aim: To help Ss identify prepositions used with verbs, and relative clauses referring to a whole sentence.

- Tell Ss to read the sentences. Focus attention on the words before and after the blanks. In stronger classes, elicit the part of speech required to complete the sentences.
- Encourage Ss to complete the sentences without referring to the conversation. Then have them read the conversation and find the answers.
- Check answers as a class.
- Make sure Ss can differentiate between the two grammar points: prepositions following verbs, i.e. Answers 1, 3, and 4; and relative pronouns introducing a relative clause that refers to a whole sentence, i.e. Answers 2 and 5.



4 **Complete the sentences with words from 1.**

1. Many students throw (1) _____ plastic water bottles after a single use, (2) _____ is not good for the environment.
2. We need to turn (3) _____ the lights and air conditioners before leaving the classroom.
3. Some students leave them (4) _____ when they rush out, (5) _____ is a waste of electricity.

Key: 1. away 2. which 3. off 4. on 5. which

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 3, the **Project** section, look at the pictures, and say what the topic of the project is (*Eco-friendly habits*).
- Explain the project requirements: Ss will have to design a leaflet about an eco-friendly habit and then present it in the last lesson of the unit. Tell Ss they will need to display their leaflets in the classroom in advance. One representative from each group will stand next to it. The rest will walk around, look at the leaflets, and talk to the representatives if they want to learn more about the leaflets. Then Ss will go back to their seats and vote for the best leaflet.
- Suggest some steps Ss can follow: 1) Collecting information and visuals by searching the Internet, brainstorming ideas, interviewing people with eco-friendly habits, etc.; 2) Organising the ideas and visuals, and writing and designing the leaflet; 3) Practising presenting the leaflet and answering questions about it.
- Put Ss in groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

PRONUNCIATION

DIPHTHONGS /ɪə/, /eə/, AND /ʊə/

ACTIVITY 1

Aim: To help Ss recognise and practise words with the diphthongs /ɪə/, /eə/, and /ʊə/.

- Remind Ss what a diphthong is and elicit the ones they have learnt so far. Ask them if they know any other diphthongs.
- Ask Ss to listen to the recording. Have them pay attention to the diphthongs /ɪə/, /eə/, or /ʊə/ in each word. In weaker classes, write the words on the board and underline the letters representing these sounds, e.g. *id<u>ea</u>, aw<u>a</u>reness, s<u>ure</u>*.
- Ask Ss to listen to the recording again, but this time, have them repeat the words.
- In stronger classes, put Ss in pairs and have them add more examples of words containing the diphthongs, e.g. */ɪə/ near, here, prettier, beer, weird; /eə/ hair, bear, share, compare, Claire; /ʊə/ secure, curious, during, endure*. Elicit from Ss the various spellings of the diphthongs.

II LANGUAGE

Pronunciation

Diphthongs /ɪə/, /eə/, and /ʊə/

1 (16) **Listen and repeat. Then practise saying the words.**

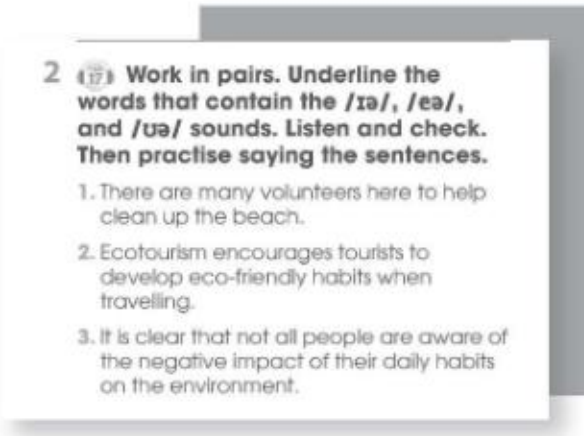
/ɪə/	/eə/	/ʊə/
idea	awareness	sure
years	air conditioners	ecotour

Audio script – Track 16:

/ɪə/	/eə/	/ʊə/
idea	awareness	sure
years	air conditioners	ecotour

ACTIVITY 2

Aim: To help Ss recognise and practise words with the diphthongs /ɪə/, /eə/, and /ʊə/ in sentences.


2 (17) **Work in pairs. Underline the words that contain the /ɪə/, /eə/, and /ʊə/ sounds. Listen and check. Then practise saying the sentences.**

1. There are many volunteers here to help clean up the beach.
2. Ecotourism encourages tourists to develop eco-friendly habits when travelling.
3. It is clear that not all people are aware of the negative impact of their daily habits on the environment.

- Ask Ss to read quickly through the sentences to get a general idea.
- Have Ss work in pairs to underline the words with the diphthongs /ɪə/, /eə/, and /ʊə/ in each sentence.
- Ask them to listen to the recording and check their answers.
- Confirm the correct answers.
- Have Ss practise reading the sentences aloud in pairs.
- In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole sentence.

Key + Audio script – Track 17:

1. There are many volunteers here to help clean up the beach.
2. Ecotourism encourages tourists to develop eco-friendly habits when travelling.
3. It is clear that not all people are aware of the negative impact of their daily habits on the environment.

Extension: Revise all the diphthongs Ss have learnt so far: /eɪ/ and /əʊ/ in Unit 1, /ɔɪ/, /aɪ/, and /aʊ/ in Unit 2, and /ɪə/, /eə/, and /ʊə/ in this unit. Put Ss in groups and have each group write the eight phonetic symbols on separate cards. Call out a word containing one of the diphthongs and have each group hold up the card with that diphthong on it. Repeat with other words, or have Ss from each group come to the board and call out words for the other groups to identify the correct sound.

VOCABULARY

GREEN LIVING

ACTIVITY 1

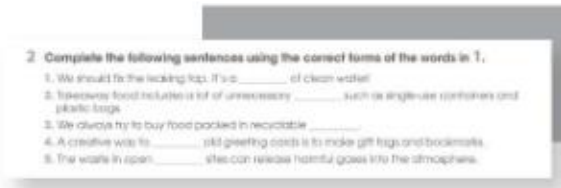
Aim: To introduce words related to green living.

Vocabulary
Green living
1 Match each word (1–5) with its meaning (a–e).

- Have Ss look at the pictures and tell you what they describe, e.g. 1. *running tap water*. Ask questions such as, *Why is running tap water a waste?* (because the clean water goes into the sewage system and has to be treated and pumped again) *Why do some people leave the tap running?* (because they're careless). Try to elicit some of the words used in the definitions.
- Have Ss match each word with its meaning.
- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.
- Check answers as a class.
- Point out that Ss have learnt the word *waste*, but with a different meaning, i.e. materials that are no longer needed and are thrown away. Elicit some sentences, e.g. *Cleaning up industrial waste is expensive. It is illegal to dump waste in rivers.*

Key: 1. e 2. a 3. d 4. b 5. c

ACTIVITY 2


2 Complete the following sentences using the correct forms of the words in 1.

1. We should fix the leaking tap. It's a _____ of clean water.
2. Takeaway food includes a lot of unnecessary _____ such as single-use containers and plastic bags.
3. We always try to buy food packed in recyclable _____.
4. A creative way to _____ old greeting cards is to make gift tags and bookmarks.
5. The waste in open _____ sites can release harmful gases into the atmosphere.

Aim: To help Ss practise the words in **1** in meaningful contexts.

- Tell Ss to read the sentences carefully and decide which word in **1** can be used to complete each of the sentences. Ask them to change the forms of some words if necessary.
- Check answers as a class by asking some Ss to read the completed sentences.

Key: 1. waste 2. packaging 3. containers 4. reuse 5. landfill

Extension: Put Ss in groups and have each group come up with synonyms and related words and phrases, e.g. *waste: misuse, abuse, squandering, destruction, not good use*. Explain the meaning of any unfamiliar words and have Ss make sentences with them, e.g. *Misuse of pesticides can cause soil pollution*.

GRAMMAR

VERBS WITH PREPOSITIONS

ACTIVITY 1

Grammar

Verbs with prepositions

Remember!

- Many verbs go with a preposition followed by an object. The meaning of these two words is usually very similar to the original meaning of the verb.

Example:

verbs with **about**: ask about, care about, talk about, think about, learn about
verbs with **for**: call for, apply for, apologise for, wait for, prepare for
verbs with **on**: agree on, base on, depend on, rely on
verbs with **to**: introduce to, refer to, respond to, listen to, explain to

- In some cases, a verb and a preposition are combined to make a (two-word) phrasal verb. The meaning of a phrasal verb is often very different from the original meaning of the main verb. Phrasal verbs can be verbs or even prepositions.

Example: work out, carry out, turn on, turn off, look for, look after, look up

1 Complete the sentences with the suitable prepositions.

1. Many people have now started to care _____ the environment.
2. The future of our planet depends _____ how we deal with climate change.
3. We should work _____ some solutions to reducing plastic pollution.
4. My sister is responsible for looking _____ the plants at home.

Aim: To help Ss review the use of verbs with prepositions.

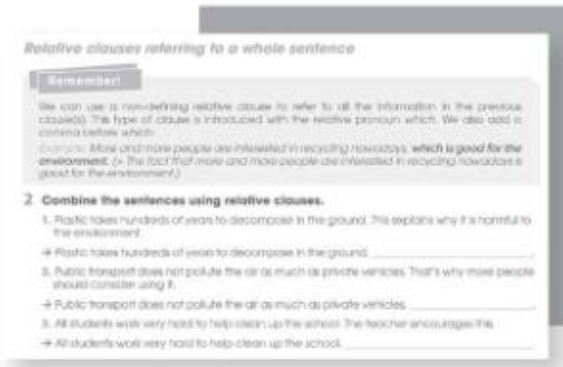
- Ask Ss to read the notes in the **Remember!** box to review the use of prepositions after some verbs. Give more explanation and examples if necessary.
- Ask Ss to complete the sentences with suitable prepositions. Tell them to pay attention to the meaning of each sentence and the context clues, i.e. the verb before the blank, and the words after the blank.
- Check answers as a class. Go through each sentence and ask Ss to explain the meaning of the verb phrase, e.g. 1. *We need to use 'about' to express the meaning of 'liking someone or something and worrying about what happens to them'.*

Key: 1. about 2. on 3. out 4. after

Extension: Put Ss in groups and give each group a different preposition, e.g. *for, from, with, of, on.* Have each group come up with verbs that go with these prepositions and write a sentence with each one, e.g. ***for****: The students are* ***waiting for*** *the school bus. My dad* ***applied for*** *the job, but he didn't get it. I must* ***prepare for*** *my presentation tomorrow.*

RELATIVE CLAUSES REFERRING TO A WHOLE SENTENCE

ACTIVITY 2


Relative clauses referring to a whole sentence

Remember!

We can use a non-defining relative clause to refer to all the information in the previous clause(s). This type of clause is introduced with the relative pronoun *which*. We also add a comma before *which*.

Example: More and more people are interested in recycling nowadays, **which is good for the environment.** (= *The fact that more and more people are interested in recycling nowadays is good for the environment.*)

2 Combine the sentences using relative clauses.

1. Plastic takes hundreds of years to decompose in the ground. This explains why it is harmful to the environment.
→ Plastic takes hundreds of years to decompose in the ground, _____
3. Public transport does not pollute the air as much as private vehicles. That's why more people should consider using it.
→ Public transport does not pollute the air as much as private vehicles, _____
3. All students work very hard to help clean up the school. The teacher encourages this.
→ All students work very hard to help clean up the school, _____

Aim: To help Ss recognise and practise relative clauses referring to a whole sentence.

- Ask Ss to read the notes in the **Remember!** box to introduce the grammar point: relative clauses referring to a whole sentence. In weaker classes, focus on the example. Write it on the board and explain the sentence structure and the use of the relative pronoun *which*.
- Ask Ss to read the sentences and check understanding. Have Ss combine the sentences using relative clauses.
- Check answers as a class by asking some Ss to write the full sentences on the board.

Key:

1. Plastic takes hundreds of years to decompose in the ground, which (explains why it) is harmful to the environment.
2. Public transport does not pollute the air as much as private vehicles, which is why more people should consider using it.
3. All students work very hard to help clean up the school, which is encouraged by the teacher/ the teacher encourages.

Extension: Put Ss in two teams and have them play a competitive game. Say a simple sentence. Give Ss three minutes and have teams write as many relative clauses referring to it as they can, e.g. *Our class won the green competition, which was great/made us very proud/no one expected /meant we could go on the ecotour*. Have teams then read their sentences in front of the class. The winner is the team with more correct relative clauses. Alternatively, have each team take turns coming up with the initial sentence for the opposite team.

ACTIVITY 3

Aim: To help Ss practise using verbs with prepositions, and relative clauses referring to a whole sentence in a speaking activity.

3 Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.

Example: I always turn off the fans when I leave the room, which helps save energy.

- Ask Ss to work in pairs. Ask them to take turns to talk about green things and activities they and their family often do. They should make as many sentences as they can, using verbs with prepositions, and relative clauses referring to a whole sentence.
- Encourage them to study the example first.
- Encourage Ss to brainstorm some ideas first and plan their sentences. In weaker classes, have them write their sentences first before reading them aloud to their partners.
- Give Ss enough time to work in pairs, then invite some pairs to talk about the green things and activities, or read their sentences aloud in front of the class. Praise for correct use of verbs with prepositions and relative clauses referring to a whole sentence.

Suggested answers:

My family often **get around** our city by bicycle, **which is more friendly to the environment than using a car or motorbike**.

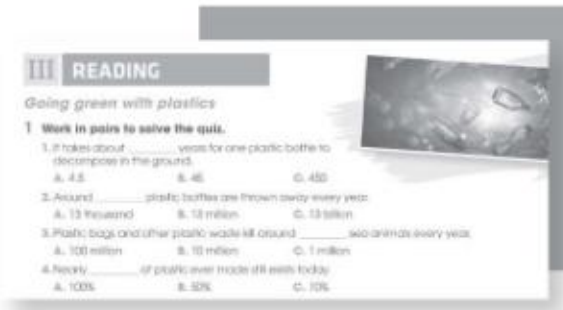
I often help **clean up** our neighbourhood with the family, **which is a fun activity to do at weekends**.

I often help my mother **sort out** the household waste, **which helps reduce the waste entering landfills**.

Extension: Have Ss take notes of the green activities that different pairs share with the class. Then ask individual Ss to describe someone's green habits without mentioning their names. Have the class guess the person.

LESSON 3. READING

GOING GREEN WITH PLASTICS


III READING

Going green with plastics

1 Work in pairs to solve the quiz.

1. It takes about _____ years for one plastic bottle to decompose in the ground.
A. 4.5 B. 45 C. 450

2. Around _____ plastic bottles are thrown away every year.
A. 13 thousand B. 13 million C. 13 billion

3. Plastic bags and other plastic waste kill around _____ sea animals every year.
A. 100 million B. 10 million C. 1 million

4. Nearly _____ of plastic ever made still exists today.
A. 100% B. 50% C. 10%

ACTIVITY 1. Pre-reading

Aim: To activate prior knowledge about the topic and get Ss involved in the lesson.

- Have Ss look at the picture and elicit the topic, e.g. *There is too much plastic waste. Our oceans and rivers are polluted by plastic. Millions of plastic bottles and bags end up in our oceans every year.*

- Read through the quiz and check understanding.
- Ask Ss to work in pairs to answer the questions.
- Ask some pairs to share their answers with the whole class.
- Ask what other information they want to know about the topic. Write their questions on the board.

Key: 1. C 2. C 3. A 4. A

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meaning of words and phrases using context and visual clues.

- Ask Ss to read the text focusing on the highlighted words/ phrases.
- Ask Ss to study the context of each word, i.e. the sentence containing the word/phrase as well as neighbouring sentences, carefully, e.g. 1. *The context suggests that cardboard boxes are things you can find in supermarkets, when shopping, and can be used for packaging groceries.*
- Then have Ss look at the pictures and find the one that matches the word, e.g. 1. *Picture c is the correct match because it shows cardboard boxes which can be used by shoppers to pack their groceries.*
- Check answers as a class.

2 **Read some extracts from the emails sent to the *Teen* magazine. Match the highlighted words and phrases (1–4) with the pictures (a–d).**

GO GREEN WITH PLASTICS!

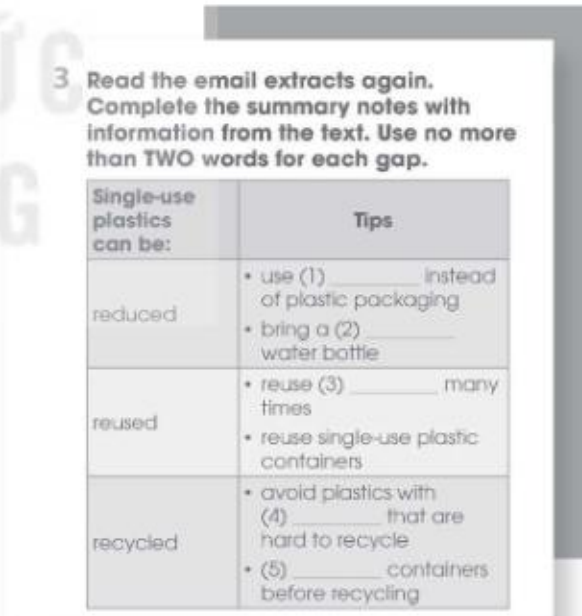
Key: 1. c 2. a 3. d 4. b

Extension: In stronger classes, have Ss play a game. Divide them into several teams. Call out one of the four words and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words. Invite each team to read their sentences. The team with the most correct sentences is the winner.

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the summary notes quickly to get a general idea. Make sure they understand how the notes are organised: each approach of dealing with single-use plastics on the left is illustrated with some examples on the right. In weaker classes, give Ss an example, e.g. *To reduce the use of single-use plastics, we could use cardboard boxes instead of plastic packaging.*
- Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap, e.g. 1. *a noun or noun phrase probably in plural,* 2. *an adjective.*


3 **Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap.**

Single-use plastics can be:	Tips
reduced	• use (1) _____ instead of plastic packaging • bring a (2) _____ water bottle
reused	• reuse (3) _____ many times • reuse single-use plastic containers
recycled	• avoid plastics with (4) _____ that are hard to recycle • (5) _____ containers before recycling

- Have Ss underline keywords in the notes and locate the information in the passage, e.g. *Point 1 is related to the idea of reducing plastic packaging, which can be found in the first email sent by Hai.*
- Remind Ss that they should use the same words/phrases to complete the gaps as the ones that appear in the emails. They should fit the text both grammatically and logically.
- Check answers as a class.

Key: 1. cardboard boxes 2. reusable 3. plastic bags 4. numbers 5. rinse out

Extension: Put Ss into groups and have them come up with 2–3 additional tips for each way of dealing with single-use plastics, e.g. *reduced: don't buy fruits or vegetables pre-packaged in plastic, don't use disposable plastic forks or chopsticks, don't buy balloons or other single-use plastic party decorations*. Have groups share their tips with the whole class.

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.

4 **Read the email extracts again. Match the following information with the right names.**

1 This person has learnt from a past mistake how to recycle things properly. — a Hai

2 This person's green lifestyle is supported by a local business. — b Phuong

3 This person has learnt the recycling symbols to help the recycling process. — c Hoang

4 This person's green habit depends on local drinking water facilities. — d Ha

5 This person tries to reuse plastic takeaway containers. — e Binh

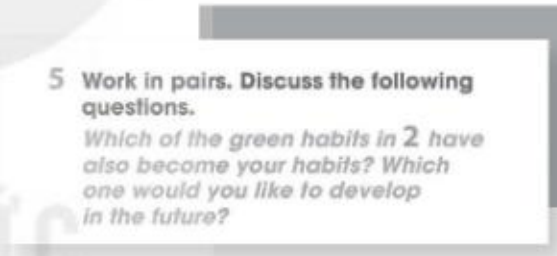
- Ask Ss to read through the list of people's names and locate them at the end of the emails.
- Encourage Ss to underline keywords in the statements, e.g. 1. *learnt, past mistake, recycle, properly.*
- Have Ss read each email trying to find any of the keywords. Encourage them to pay attention to paraphrases. Ask guiding questions such as *Whose email mentions a mistake?* (Binh's email).
- Alternatively, have Ss eliminate the wrong answers after reading each email and comparing it with the Statements 1–5, e.g. *Hai's email does not mention any mistake as Statement 1, or recycling symbols as Statement 3. Nor does Hai talk about drinking water as Statement 4 or plastic takeaway containers as Statement 5. However, Hai talks about a local business, i.e. 'the supermarket near my house' and how it supports his green lifestyle, i.e. 'The supermarket near my house even provides cardboard boxes, so I can pack my groceries and get rid of plastic packaging'. So Statement 2 is the correct match for Hai.*
- Check answers as a class.

Key: 1. e 2. a 3. d 4. b 5. c

Extension: Put Ss in groups and give them two minutes to memorise the statements. Have them close their books. Call out one of the names of the email writers. The first group that raise their hands is given the chance to say the matching statement. If the statement is wrong, have another group have a go. Continue until all names have been used.

ACTIVITY 5. Post-reading

Aim: To help Ss personalise the language and ideas in the reading.


5 **Work in pairs. Discuss the following questions.**

Which of the green habits in 2 have also become your habits? Which one would you like to develop in the future?

- In weaker classes, recap the green habits Ss have learnt about from the reading texts.
- Put Ss in pairs and have them discuss the two questions.
- Invite some pairs to share their answers with the whole class.

Suggested answer:

Similarly to Hai, I try to use less plastics when I go shopping. I also reuse any takeaway containers like Hoang. Besides, I bring a reusable water bottle to school like Phuong. But I have never paid attention to the numbers at the bottom of plastic objects described by Ha. Neither do I rinse out plastic objects carefully before recycling them as Binh recommends. So I think I will try to adopt Ha's and Binh's green habits in the future.

LESSON 4. SPEAKING

PAPER: REDUCE, REUSE, AND RECYCLE!

Learning outcome: By the end of the lesson, Ss will be able to talk about ways to reduce, reuse, and recycle paper.

ACTIVITY 1

Aim: To introduce more ideas for the main speaking task and get Ss involved in the lesson.

- Elicit the ways to help protect the environment from plastic pollution that Ss learnt about in the previous lesson, i.e. Reduce, Reuse, Recycle. Tell Ss that they can use the same strategies to deal with another waste problem around them, which is paper waste.
- In stronger classes, ask Ss to brainstorm some ideas to reduce, reuse, and recycle paper without looking at the activities listed in the book.
- Have Ss read through the activities and check understanding.
- Ask Ss to work in pairs to sort the activities into Reduce, Reuse or Recycle activities. Make sure they understand all the statements before they start.
- Check answers as a class.

IV SPEAKING

Paper: Reduce, Reuse, and Recycle!

1 **How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities.**

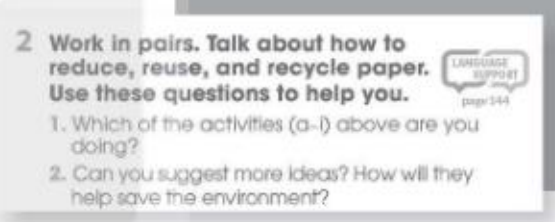
a. Choosing recycled paper for daily use	
b. Sorting paper waste	
c. Printing on both sides of the paper	
d. Using old paper as compost	
e. Using reusable containers rather than paper for packaging	
f. Using smart devices to take notes instead of using paper	
g. Using the blank side of a sheet to take notes	
h. Avoiding printing things out as much as possible	
i. Keeping paper waste as clean as possible	

Key:

a. Reduce b. Recycle c. Reduce d. Reuse e. Reduce
f. Reduce g. Reuse h. Reduce i. Recycle

ACTIVITY 2

Aim: To help Ss personalise the topic.



2 **Work in pairs. Talk about how to reduce, reuse, and recycle paper. Use these questions to help you.**

1. Which of the activities (a–i) above are you doing?
2. Can you suggest more ideas? How will they help save the environment?

- Ask Ss to read the questions and check understanding. In weaker classes, answer the questions yourself first or role-play a conversation with a student.
- Remind Ss to use the communication strategies for classroom conversations and discussions. In weaker classes, ask them to refer to the useful expressions listed in Appendix 1 on page 144 of the Student's Book.
- Put Ss in pairs. Walk round the class and offer help if necessary.
- Ask some pairs to share their answers with the class.

Suggested answers:

– I'm/We're doing Options c (printing on both sides of the paper), f (using smart devices to take notes instead of using paper) and g (using the blank side of a sheet to take notes).

– I/We suggest donating second-hand books to charity or schools and local libraries instead of throwing them away. Cardboard boxes around the house could be used to store things, or turned into useful objects such as decorations, pencil cases or pen stands. These simple ways can help us save trees by reusing used paper products, rather than throwing them away after a single use.

ACTIVITY 3

Aim: To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations.

3 **Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer.**

1. After a club meeting, you notice that there are a lot of leaflets left, and they are only printed on one side. Your friend is asking you to help throw them away.
   Example: 'Do not throw them away. We should reuse these leaflets by using the blank pages to take notes, which will save natural resources such as trees and water.'
2. Your group is preparing for a presentation, and everyone has found a lot of useful online material. A group member is asking you to print out about 50 pages of information for the group to read.
3. Your club is organising a meeting, including a game in which people should write down something about themselves to share with others. The club president is asking you to buy a lot of Post-it notes for the game.

- Ask Ss to read the situations and the example, and check understanding. Ask if they agree with the example response. Brainstorm other possible responses as a class.
- Put Ss in groups and have them come up with responses to the other situations. Encourage them to use the communication strategies listed in Appendix 1.

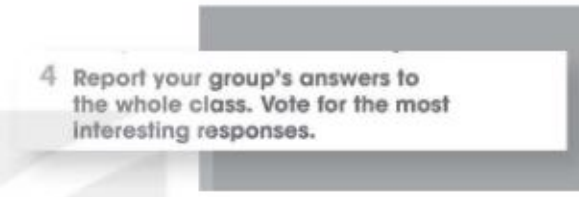
- Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that most people in the group agree on.
- Set a time limit for this activity.
- Walk round the class and offer help when necessary.

Suggested answers:

2. We shouldn't print them all out. It is a waste of resources such as paper and ink. We can reduce the use of paper by reading and summarising the information in a Word file first, then only printing out the most important parts. When we have to print something out, we should make sure we use both sides of the paper.
3. We think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we can project their introductions on a TV screen. It will be friendlier to the environment.

ACTIVITY 4

Aim: To give Ss an opportunity to summarise and present their group discussion to the class.


4 Report your group's answers to the whole class. Vote for the most interesting responses.

- Have some Ss or groups share their answers to each situation in front of the class.
- Praise for good effort, well-structured responses, and fluent delivery.
- After all groups present their responses to a situation, ask the class to vote for the most interesting answer.
- Count the votes for each group and announce the winners.

  Extension: Put Ss in groups. Have each group come up with another situation, then 'challenge' other groups to give a response impromptu. The group which has come up with the situation can decide which answer is the most appropriate or interesting.

LESSON 5. LISTENING

CREATING A COMPOST PILE

ACTIVITY 1. Pre-listening

Aim: To introduce words and phrases to help Ss understand the listening and get Ss involved in the lesson.

V LISTENING

Creating a compost pile

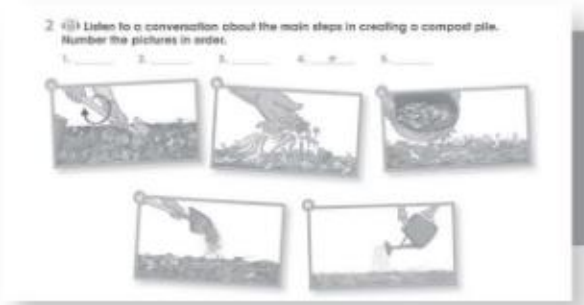
1 Match the words and phrases (1–5) with the pictures (a–e).

- Ask Ss if they know what a compost pile is, or how to make one.
- In weaker classes, read the definition of *compost* and elicit the matching picture. Have Ss read the definitions and explain any difficult words.
- Have Ss match the other words/phrases and their definitions with the pictures. Tell them that the words and phrases will appear in the conversation they are going to listen to.
- Check answers as a class.

Key: 1. c 2. e 3. d 4. b 5. a

Extension: Put Ss in pairs and have them come up with collocations containing the five vocabulary items, e.g. *compost – compost pile/bin, make compost, fresh compost, grow plants in compost*. Ask pairs to read their lists. If time allows, have them make sentences with some of the collocations.

ACTIVITY 2. While-listening


2 Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

Aim: To help Ss practise listening for instructions and sequence.

- Tell Ss that they are going to listen to a conversation between Mark and his mum, who is giving him instructions on how to make a compost pile.
- Put Ss in pairs and have them look at the pictures carefully. Encourage them to describe what they see in each picture to each other, e.g. *In Picture a, I can see someone holding a shovel and mixing up things such as dry leaves and vegetable pieces.*
- In weaker classes, pre-teach vocabulary from the listening that Ss may find difficult to understand, e.g. *straw, twigs, grass clippings, vegetable scraps, chemical fertilisers.*
- Play the recording and have Ss listen and put the pictures in the order they are described. Encourage them to take notes which they can use to work out the main steps in making a compost pile and order the pictures.
- Check answers as a class.

Key: 1. c 2. b 3. d 4. e 5. a

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Tell Ss that they are going to listen to the recording again. This time, they should decide whether each statement (1–5) is true or false.
- Have them read the statements and underline keywords.
- Play the recording and have Ss do the activity. Remind them to pay attention to the keywords, as well as paraphrases of these keywords.
- Check answers as a class.
- In stronger classes, have Ss provide evidence from the conversation for each answer, and correct the wrong statements, e.g. *Statement 1 is false because Mark's mum gives dry leaves as an example of brown materials, not green ones. The correct statement is: Use dry leaves as brown materials./Use grass clippings as green materials.*
- In weaker classes, play the recording again, pausing at the places where Ss can find the answers.

3 Listen again. Decide whether the statements are true (T) or false (F).

	T	F
1. Use dry leaves as green materials.		
2. Use fruit peels as green materials.		
3. Add additional layers in the same order.		
4. Leave the pile dry for many days.		
5. Add chemical fertilisers.		

Key: 1. F 2. T 3. T 4. F 5. F

Audio script – Tracks 18 + 19:

Mark: Mum! There's lots of rubbish in the garden. Should I put it in the bin?
Mum: Don't, Mark! I'm making a compost pile.
Mark: From rubbish?
Mum: Yes, the best way to build a compost pile is by using things we often throw away after cooking, or things we burn in the garden.
Mark: Really? I didn't know that.
Mum: Here, I've cleared a space in the garden and built the base layer of straw and twigs. Let's make the compost pile together. We can start by spreading brown materials on the ground. I've collected some old newspapers and dry leaves for this layer.
Mark: Like this?
Mum: Yes. Then add another layer, but this time we'll use green materials.
Mark: Do you mean the grass clippings?
Mum: Yes, please also add this bag of household waste, including vegetable scraps, fruit peels, and used tea. They are also part of the green materials.

Mark: And then?
Mum: Add a thin layer of soil.
Mark: Like this?
Mum: Yes. Now, water everything.
Mark: Done! What's next, Mum?
Mum: Repeat these steps and add more layers … brown … and green … then more soil and water …
Mark: Is that all?
Mum: No, once a week we'll need to turn the compost pile and water it. We'll continue until it turns soft and dark brown.
Mark: That sounds like a lot of work!
Mum: But it's worth it. Look at my lovely flowers and healthy plants.
Mark: So that's your secret for having the best garden in the neighbourhood!
Mum: (*laugh*) Yes. By using compost, we can not only avoid chemical fertilisers, but also reuse our household and garden waste instead of sending it to the landfill.
Mark: That's right! And composting is a great way to go green! Here, let me help you …

Extension: Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *Where are Mark and his mum? What does his mum use to build the base layer of the compost pile? What do they spread on top of the base layer*? Then put Ss in groups and have them write down the main steps in making a compost pile. They can refer to the five pictures in the previous activity and the notes they have taken.

ACTIVITY 4. Post-listening

Aim: To help Ss use the language and ideas from the listening to share their experiences of dealing with household and garden waste.

4 **Work in groups. Discuss these questions.**
How do you manage your household and garden waste? Is it environmentally friendly?

- Ask Ss to work in groups. Have them discuss how they and their families manage their household and garden waste. Encourage them to think about and decide if this is sustainable or not.
- Invite some groups to share their answers with the whole class.

Suggested answer:

In my group, most people including me simply throw away household and garden waste. Some pile up and burn the dry leaves in their garden. Throwing away or burning waste is not sustainable as there are many ways to reuse or recycle such waste. Moreover, burning dry leaves is not only polluting the environment, but also increasing fire risks. We all agreed that we should try to manage our household and garden waste in a way that is more eco-friendly and sustainable.

LESSON 6. WRITING

A PROBLEM-SOLVING REPORT ON GREEN SOLUTIONS

Learning outcome: By the end of the lesson, Ss will be able to write a report to analyse environmental problems and suggest solutions for a greener lifestyle.

ACTIVITY 1

Aim: To provide ideas and information for writing a problem-solving report.

- Ask Ss to skim through the table. Check understanding of the problems and consequences listed in the left-hand column and the words in the box.
- Put Ss in pairs. Ask them to complete the table.
- In weaker classes, do the first one as an example.
- Check answers as a class.

Key: 1. reuse 2. automatic 3. compost piles 4. public transport

ACTIVITY 2

Aim: To familiarise Ss with the structure and language of a problem-solving report.

- Have Ss skim through the problem-solving report. In weaker classes, read each part and check understanding.
- Have Ss match the sections (A–D) with the correct headings (1–4).
- Check answers as a class.
- Ask Ss which of the problems listed in **1** the report in **2** offers solutions to, i.e. the first one (throwing away too many single-use plastic products).
- Ask Ss to read the **Tips** box. Use the tips to illustrate each part, e.g. *Part A is the introduction because it briefly introduces the problem, i.e. single-use plastic in the school, and tells readers how many solutions the report suggests.*
- To check understanding of the language of the problem-solving report, ask questions, such as *Does the writer use formal or informal language? Does he/she directly address the readers? What linking words does he/she use to introduce each solution? What verbs does he/she use to talk about the solutions?*

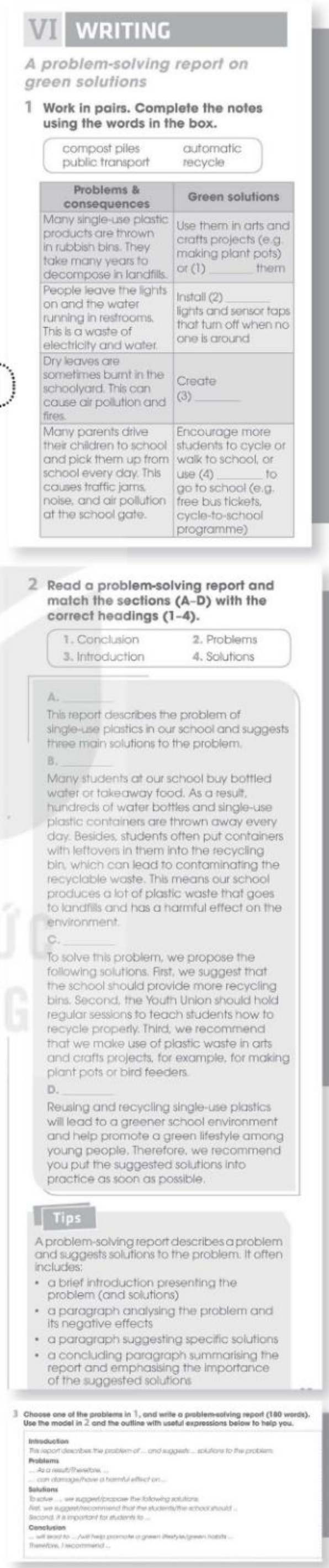
Key: A - 3 B - 2 C - 4 D - 1

Extension: Tell Ss that report writers often need to present the solutions to an audience and try to convince them that the solutions will work. Put Ss in groups of four and have them prepare a brief presentation of the problem-solving report. Encourage Ss to assign each part of the report to a different team member. Give them three minutes to rehearse their presentations, then invite some groups to present the report in front of the class.

ACTIVITY 3

Aim: To help Ss practise writing a problem-solving report.

- Tell Ss that they are going to write a problem-solving report suggesting solutions to one of the other three problems listed in **1**. Ss should use the model in **2**, as well as the outline with the useful expressions in this activity.



VI WRITING

A problem-solving report on green solutions

1 Work in pairs. Complete the notes using the words in the box.

compost piles | automatic | public transport | recycle

Problems & consequences	Green solutions
Many single-use plastic products are thrown in rubbish bins. They take many years to decompose in landfills.	Use them in arts and crafts projects (e.g. making plant pots) or (1) _____ them
People leave the lights on and the water running in restrooms. This is a waste of electricity and water.	Install (2) _____ lights and sensor taps that turn off when no one is around
Dry leaves are sometimes burnt in the schoolyard. This can cause air pollution and fires.	Create (3) _____
Many parents drive their children to school and pick them up from school every day. This causes traffic jams, noise, and air pollution at the school gate.	Encourage more students to cycle or walk to school, or use (4) _____ to go to school (e.g. free bus tickets, cycle-to-school programme)

2 Read a problem-solving report and match the sections (A–D) with the correct headings (1–4).

1. Conclusion 2. Problems
3. Introduction 4. Solutions

A. _____
This report describes the problem of single-use plastics in our school and suggests three main solutions to the problem.

B. _____
Many students at our school buy bottled water or takeaway food. As a result, hundreds of water bottles and single-use plastic containers are thrown away every day. Besides, students often put containers with leftovers in them into the recycling bin, which can lead to contaminating the recyclable waste. This means our school produces a lot of plastic waste that goes to landfills and has a harmful effect on the environment.

C. _____
To solve this problem, we propose the following solutions. First, we suggest that the school should provide more recycling bins. Second, the Youth Union should hold regular sessions to teach students how to recycle properly. Third, we recommend that we make use of plastic waste in arts and crafts projects, for example, for making plant pots or bird feeders.

D. _____
Reusing and recycling single-use plastics will lead to a greener school environment and help promote a green lifestyle among young people. Therefore, we recommend you put the suggested solutions into practice as soon as possible.

Tips

A problem-solving report describes a problem and suggests solutions to the problem. It often includes:
- a brief introduction presenting the problem (and solutions)
- a paragraph analysing the problem and its negative effects
- a paragraph suggesting specific solutions
- a concluding paragraph summarising the report and emphasising the importance of the suggested solutions

3 Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you.

Introduction
This report describes the problem of ... and suggests ... solutions to the problem.
Problems
... As a result/Therefore, ...
... can damage/have a harmful effect on ...
Solutions
To solve ..., we suggest/propose the following solutions.
First, we suggest/recommend that the students/the school should ...
Second, it is important for students to ...
Conclusion
... will lead to .../will help promote a green lifestyle/green habits ...
Therefore, I recommend ...

- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' reports and give face-to-face feedback in private, or give them back with some written feedback in the next lesson.

Suggested answer:

Introduction

This report describes the problem of traffic jams, noise, and air pollution at the school gate and suggests two solutions to the problem.

Problems

Many parents drive their children to school and pick them up from school. This creates long queues of private cars and motorcycles outside the school gate twice a day, five days a week. As a result, traffic jams, noise, and air pollution have increased. This is not good for the health of students and parents as well as the environment.

Solutions

To solve this problem, we suggest two solutions. First, students should be encouraged to take public transport if they live far away from school. The school could arrange for free bus tickets to motivate students to use public buses. Second, those who live near school should be invited to join the school Cycling-to-school programme, which will help them find an experienced cycling buddy who lives nearby and knows the safe cycling routes to school.

Conclusion

Using public transport and cycling to school will lead to a greener school environment and help promote a green lifestyle among young people. Therefore, we recommend you put the suggested solutions into practice as soon as possible.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

MAKING PREDICTIONS

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making predictions

1 Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

A. will have a difficult decision
B. is going to impress
C. in the long run
D. it's hard to predict

Mark: Tomorrow, we'll get the results of the Green Classroom Competition. Do you think we will win?

Nam: (1) _____ who'll win. Other classes also have very interesting projects.

Mark: I agree. The Cycling-to-school programme proposed by Class 12C (2) _____ the judges. Cycling to school will also lead to healthier lifestyles (3) _____.

Nam: True. There're so many great ideas. The judges (4) _____ to make.

ACTIVITY 1

Aims:

- To provide a model conversation in which speakers make predictions;
- To review expressions for making predictions.

- Give Ss some time to skim through the conversation. Use the picture to elicit the context of the conversation if necessary, e.g. *Mark and Nam seem to be talking about the Green Classroom Competition and how to win the prize.*
- Play the recording once in stronger classes and twice in weaker classes.
- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.
- Put Ss into pairs and have them practise the conversation.

Key: 1. D 2. B 3. C 4. A

Audio script – Track 20:

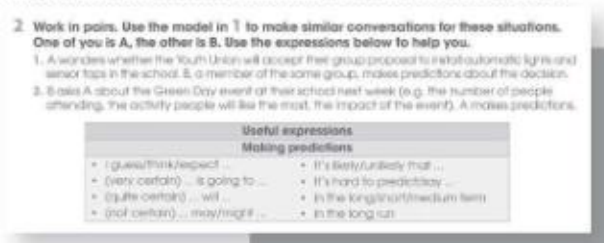
Mark: Tomorrow, we'll get the results of the Green Classroom Competition. Do you think we will win?

Nam: It's hard to predict who'll win. Other classes also have very interesting projects.

Mark: I agree. The Cycling-to-school programme proposed by Class 12C is going to impress the judges. Cycling to school will also lead to healthier lifestyles in the long run.

Nam: True. There're so many great ideas. The judges will have a difficult decision to make.

ACTIVITY 2


2. Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A wonders whether the Youth Union will accept their group proposal to install automatic lights and sensor taps in the school. B, a member of the same group, makes predictions about the decision.
3. B asks A about the Green Day event at their school next week (e.g. the number of people attending, the activity people will like the most, the impact of the event). A makes predictions.

Useful expressions

Making predictions

- I guess/Think/expect ...
- (very certain) ... is going to ...
- (quite certain) ... will ...
- (not certain) ... may/might ...
- It's likely/unlikely that ...
- It's hard to predict/say ...
- In the long/short/medium term
- In the long run

Aim: To help Ss practise making predictions.

- Tell Ss that the phrases they used to fill in the gaps in **1** are used to make predictions.
- Ask Ss to read the list of **Useful expressions** and check understanding.
- Put Ss in pairs and explain the task: to role-play conversations similar to the one in **1**, but based on the two situations. Ss in each pair should choose a role. Make sure that each student has a chance to make predictions.
- Give Ss a few minutes to plan their conversations before they role-play them, e.g. who will be Student A and Student B, how they will start the conversation, what predictions they will make. Have them write down some prompts to help them. Encourage them to swap roles, and use words and/or phrases they have learnt so far in this unit in their conversations.
- Walk round the class and provide help if necessary.
- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the target expressions, clear pronunciation, and fluent delivery.

Suggested answers:

1. *A:* I wonder if the Youth Union will accept our proposal to install automatic lights and sensor taps in our school. I really hope they will.
   B: It's really hard to say. I mean they are going to like the idea, but it's unlikely that they will install them around the school because it's going to cost a lot of money. I guess they may install them in the toilets first.
2. *B:* I'm so excited about the Green Day event next week. Do you think many people will come?
   A: I guess around 300 people will come to the event. That will include students, teachers, and some parents.
   B: That'll be great. What activity do you think will be most popular?
   A: It's hard to say, but I think our game booth will attract a lot of people. Everyone loves playing games and winning eco-friendly prizes!
   B: I agree. Do you think the event will make a huge impact?
   A: Certainly! People are going to love the Green Day! I expect that as a result, many of the participants will adopt greener habits in the future.

CLIL

HOW GREEN ARE OUR FESTIVAL TRADITIONS?

ACTIVITY 1

Aim: To help Ss learn about the possible environmental damage caused by some cultural traditions around the world.

- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. *Do you know what traditions are shown in the photos?* (releasing sky lanterns, having a firework display, decorating a Christmas tree) *Where/ when are these traditions popular?* (mostly in Asian countries on a full-moon night; in many countries at New Year's Eve; in many countries at Christmas) *Do you think these traditions are environmentally friendly?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *In what ways are these traditions damaging to the environment? What are people doing to make these traditions greener?*
- Ask Ss to study the comparison table. Go through the column headings and check understanding.
- Tell Ss that they are going to read about the three festival traditions. As they read, they should fill in the table to show the negative impact of these traditions on the environment.
- Explain or elicit any new or difficult words, e.g. *frames, wildfires, chemicals*. In stronger classes, encourage them to guess their meaning from context as they read the text.
- Have Ss read the text and complete the table individually.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

CLIL

1 **Read the following text. What are the environmental problems of each tradition as mentioned in the text? Put a tick (✓) where relevant.**

HOW GREEN ARE OUR FESTIVAL TRADITIONS?

Festivals come with many traditions that bring happiness and joy. However, some of these customs may not be environmentally friendly, and may need to be changed for a sustainable future. Below are three of them.

1. Balloons and sky lanterns

In countries such as China, India, and Japan, releasing balloons or sky lanterns provides a spectacular sight. They are also flown for bringing good luck and sending wishes to the sky. However, the litter left behind the balloons and lanterns is hard to decompose. The frames of the lanterns can harm wild animals, and many animals mistake the balloons for food. Lanterns also caused wildfires in the past.

2. Fireworks

In Australia, the US, and many other countries, there are fascinating firework displays that people won't want to miss. However, fireworks actually release a lot of harmful chemicals into the air. Like sky lanterns, they can also cause fires.

3. Christmas trees

Real or fake Christmas trees are often displayed in almost every house, office, and shop during the festive season. When Christmas is over and the real trees go to landfills, they produce methane and carbon dioxide, which are two harmful greenhouse gases. Fake trees can be reused for many years, but during their production, harmful pollutants are released into the air. And when they end up in landfills, they will take hundreds of years to decompose.

	Polluting the air	Causing fires	Harming animals	Ending up in landfills
Balloons and sky lanterns				
Fireworks				
Christmas trees				

2 Work in pairs. Suggest some green solutions to replace one of the traditions.

Key:

	Polluting the air	Causing fires	Harming animals	Ending up in landfills
Balloon and sky lanterns		✓	✓	
Fireworks	✓	✓		
Christmas trees	✓			✓

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss relate what they have learnt about some cultural traditions to real-life situations.

- Put Ss in pairs. Have each pair choose one of the traditions and discuss how they will make it more eco-friendly and reduce its impact on the environment.
- Ask some pairs to share their answers with the class.

Suggested answers:

- Instead of releasing balloons and sky lanterns, people can fly kites. Kites are made from materials that are not easy to break and can be used many times without creating pollution. Kite flying is a sustainable activity that uses a green power source – the wind.
- There are many eco-friendly alternatives to fireworks. For example, a firework display can be replaced with a high-tech laser light show. Laser lights do not have a lasting impact on the environment. Another option is a drone display, which is also safe and more environmentally friendly. Drones do not release any harmful chemicals into the atmosphere and generate very little noise pollution.

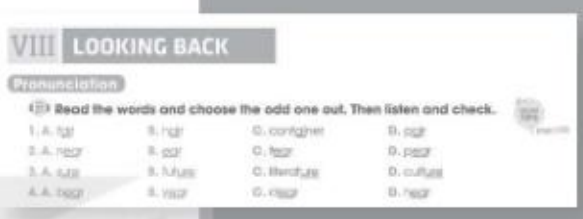
– We can buy a real Christmas tree with roots still attached and not damaged. We can plant it in a big pot, and it will continue to grow. When it is too big, we can plant it in our garden. This way, we won't contribute to the waste produced by real Christmas trees thrown out every year.

Extension: Put Ss in groups. Have each group come up with 3–4 cultural traditions in Viet Nam. Ask them to discuss what these traditions involve and if they are eco-friendly or not, e.g. *Burning paper offerings to ancestors causes air pollution.* Encourage them to think of green solutions, e.g. *People should replace paper offerings with flowers or fruits, and should avoid burning them.*

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

PRONUNCIATION


VIII LOOKING BACK

Pronunciation

Read the words and choose the odd one out. Then listen and check.

Aim: To help Ss review the diphthongs /ɪə/, /eə/, and /ʊə/.

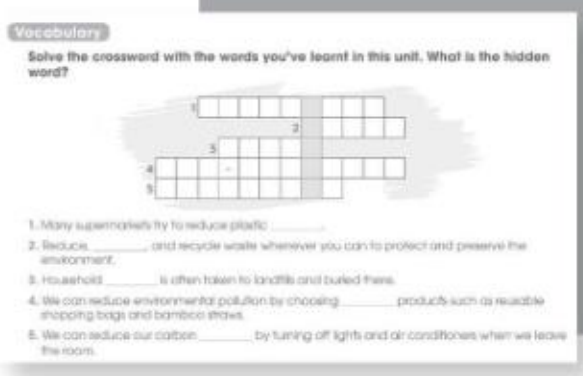
- Put Ss in pairs. Ask them to read all the words in each line, paying attention to the underlined sounds.
- Explain that they need to choose the word with an underlined part which is pronounced differently from the rest. In weaker classes, give an example first, e.g. 1. *fair* /eə/, *hair* /eə/, *container* /eɪ/, *pair* /eə/ *so the word 'container' or C is the odd one out.*
- Ask Ss to listen to the recording and check their answers. Have them identify the diphthongs /ɪə/, /eə/, or /ʊə/ in the words.
- Ask Ss to listen to the recording again, but this time, have them repeat the words.

Exam tips: Pronunciation (MCQs): Identifying the word whose underlined part differs from the other three in pronunciation

1. Try pronouncing all words and pay attention to the underlined sounds.
2. Pronounce words in pairs. If any two words share the same underlined sounds, neither of them can be the correct answer. If they don't, one of them is the correct answer.
3. Some letter combinations may have different pronunciation in different words, so don't be misled by the spelling, e.g. *heading* vs. *eating*.
4. Pay attention to any grammatical endings such as *-ed* for the past tense or *-s* for plural nouns, which are pronounced differently depending on the last sound.

Key: 1. C 2. D 3. A 4. A

VOCABULARY


Vocabulary

Solve the crossword with the words you've learnt in this unit. What is the hidden word?

Aim: To help Ss revise words they have learnt in this unit.

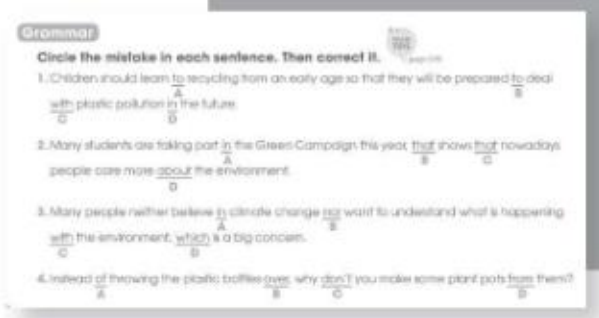
- Ask Ss to work in pairs to solve the crossword. Remind them all the words are from this unit, and there is a hidden vertical word.
- Have Ss complete the activity.
- Check answers as a class.
- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. *packaging* first appears in the **Language** section.

Key:

1	p	a	c	k	a	g	i	n	g		
					2	r	e	u	s	e	
				3	w	a	s	t	e		
4	e	c	o	-	f	r	i	e	n	d	l	y
5	f	o	o	t	p	r	i	n	t		

GRAMMAR

Aim: To help Ss review verbs with prepositions and relative clauses referring to a whole sentence.


Grammar

Circle the mistake in each sentence. Then correct it.

1. Children should learn to recycling from an early age so that they will be prepared to deal with plastic pollution in the future.
2. Many students are taking part in the Green Campaign this year, that shows that nowadays people care more about the environment.
3. Many people neither believe in climate change nor want to understand what is happening with the environment, which is a big concern.
4. Instead of throwing the plastic bottles away, why don't you make some plant pots from them?

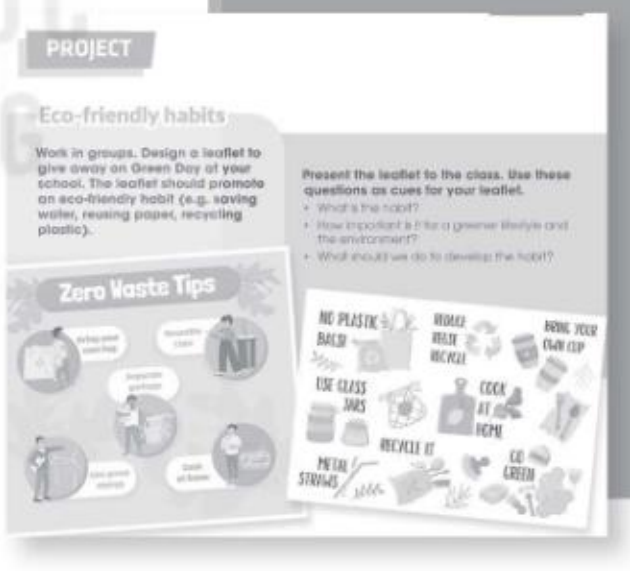
- Ask Ss to read the sentences, focusing on the underlined words.
- Encourage them to pay attention to the words before and after the underlined parts and decide if the phrases are grammatically correct, e.g. 1. *Answer choice A: 'to' is part of the phrase 'learn to recycling', which is incorrect. We say 'learn to do sth' or 'learn about sth', not 'learn to doing sth'. So A is the mistake.*
- In weaker classes, remind them that the focus today is on verbs with prepositions and relative clauses referring to a whole sentence. Ask them to review the grammar explanations and examples in the **Language** section before they complete the activity.
- Check answers as a class by asking individual Ss to identify the mistakes, correct them, and provide reasons for their corrections.

Key: 1. A (to → about) 2. B (that → which) 3. C (with → to) 4. B (over → away)

PROJECT

ECO-FRIENDLY HABITS

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.



- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation of a leaflet on an eco-friendly habit.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation. Organise an exhibition in the classroom where each group can display their leaflets in advance. Then have Ss walk around, view the leaflets, and ask questions about them.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while viewing the leaflets and listening to the group representative's explanations. They should write comments if they have any. The group representatives should complete their self-assessment checklists after presenting their leaflets and answering questions about them.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- You can also give Ss marks for their leaflets as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The group representative(s) spoke clearly and naturally.		
– The group representative(s) explained the leaflet well.		
– The group representative(s) answered all questions from the audience.		
LEAFLET CONTENT AND DESIGN		
– The leaflet is well-organised.		
– It answers the main questions listed in the Student's Book.		
– It is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I spoke clearly and naturally.		
– I explained the leaflet well.		
– I answered all questions from the audience.		
LEAFLET CONTENT AND DESIGN		
– The leaflet is well-organised.		
– It answers the main questions listed in the Student's Book.		
– It is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.

Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce the diphthongs /aɪ/, /aʊ/, and /eɪ/ in words and sentences.			
• understand and use words and phrases related to green living.			
• use verbs with prepositions correctly.			
• use relative clauses to refer to a whole sentence correctly.			
• read for main ideas and specific information in emails about going green with plastics.			
• discuss ways to reduce, reuse, and recycle paper and express opinions.			
• listen for main ideas, specific information, and instructions in a conversation about creating a compost pile.			
• write a problem-solving report to suggest green solutions.			
• make predictions.			
• recognise festival traditions that are not environmentally friendly and suggest solutions.			
• design a leaflet promoting an eco-friendly habit and present it to the class.			

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

REVIEW 1

INTRODUCTION

Review 1 is aimed at revising the language and skills Ss have learnt in Units 1-3, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.

The review can be taught in three lessons, e.g. 1: Language, 2: Listening and speaking skills, 3: Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.

Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

LANGUAGE

PRONUNCIATION

ACTIVITY 1

Aim: To help Ss review diphthongs and provide pronunciation exam practice.

- Have Ss pronounce all words, paying attention to the underlined sounds.
- Explain that if any two words share the same underlined sound, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.

Key: 1. A 2. B 3. A 4. C

Extension: Revise all the diphthongs Ss have learnt so far: /eɪ/ and /əʊ/ from Unit 1, /ɔɪ/, /aɪ/, and /aʊ/ from Unit 2, and /ɪə/, /eə/, and /ʊə/ from Unit 3. Put Ss in groups. Call out or write a diphthong on the board. Have groups race to write as many words with that diphthong as they can. Set a time limit of one minute. Then have groups read their words. Repeat with the other diphthongs. Keep a tally of the number of correct words for each group. The winner is the group with the most correct words.

I LANGUAGE

Pronunciation

1 **Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.**

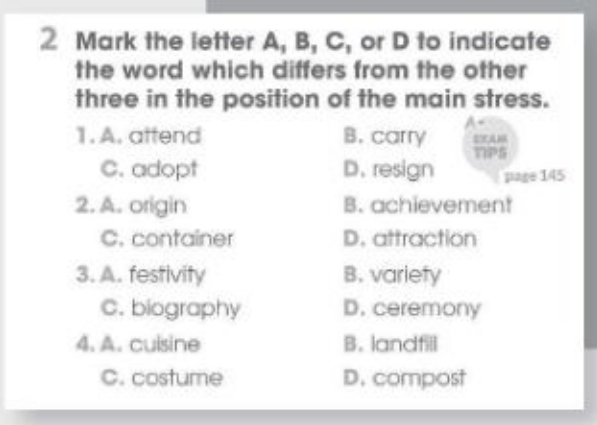
EXAM TIPS page 145

1. A. resigned	B. adopted	C. attended	D. celebrated
2. A. translate	B. landfill	C. waste	D. paper
3. A. custom	B. decompose	C. leftover	D. hero
4. A. diversity	B. variety	C. festival	D. identity

ACTIVITY 2

Aim: To help Ss review word stress and provide pronunciation exam practice.

- Have Ss pronounce all words, paying attention to the word stress.
- Explain that if any two words share the same stress pattern, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.



2 **Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.**

EXAM TIPS page 145

1. A. attend	B. carry	C. adopt	D. resign
2. A. origin	B. achievement	C. container	D. attraction
3. A. festivity	B. variety	C. biography	D. ceremony
4. A. cuisine	B. landfill	C. costume	D. compost

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Exam tips: Pronunciation (MCQs): Identifying the word whose main stress placement differs from the other three in pronunciation

1. Try pronouncing all words and mark the stress of each word.
2. Pronounce words in pairs. If any two words share the same stress pattern, neither of them can be the correct answer. If they don't, one of them is the correct answer.
3. Be aware that all four options have the same number of syllables and you should try to count them.

Key: 1. B 2. A 3. D 4. A

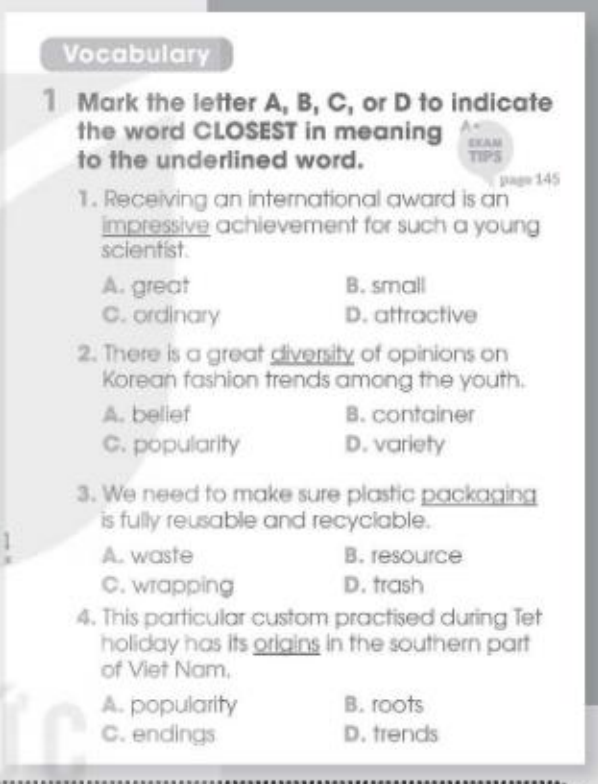
Extension: Put Ss in groups. Have each group prepare a pack of 10 cards of words with a variety of stress patterns. Ask Ss to spread the cards on a table in front of them, then take turns trying to find two words with the same stress pattern. Set a time limit of two minutes, then have groups swap their pack of cards and play the game again.

VOCABULARY

ACTIVITY 1

Aim: To help Ss review topic-related words from Units 1-3, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.
- If they don't know any words, encourage them to work out their meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that words that change the meaning of the sentence cannot be the correct answers.
- Check answers as a class.
- Confirm the correct answers and ask Ss to explain their choices.



Vocabulary

1 **Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.** EXAM TIPS page 145

1. Receiving an international award is an impressive achievement for such a young scientist.
   A. great B. small
   C. ordinary D. attractive
2. There is a great diversity of opinions on Korean fashion trends among the youth.
   A. belief B. container
   C. popularity D. variety
3. We need to make sure plastic packaging is fully reusable and recyclable.
   A. waste B. resource
   C. wrapping D. trash
4. This particular custom practised during Tet holiday has its origins in the southern part of Viet Nam.
   A. popularity B. roots
   C. endings D. trends

Exam tips:

Vocabulary (MCQs): Identifying the word(s) CLOSEST in meaning to the underlined word(s)

1. Read the whole sentence, focusing on the underlined word.
2. Try to work out how the underlined word is formed, i.e. if it has any suffixes or prefixes, or if it is a compound word.
3. If you don't know the underlined word, try to work out its meaning from context, i.e. the words, phrases, and sentences surrounding it.
4. Replace the underlined word with each of the answer choices. Words that change the meaning of the sentence cannot be the correct answer.

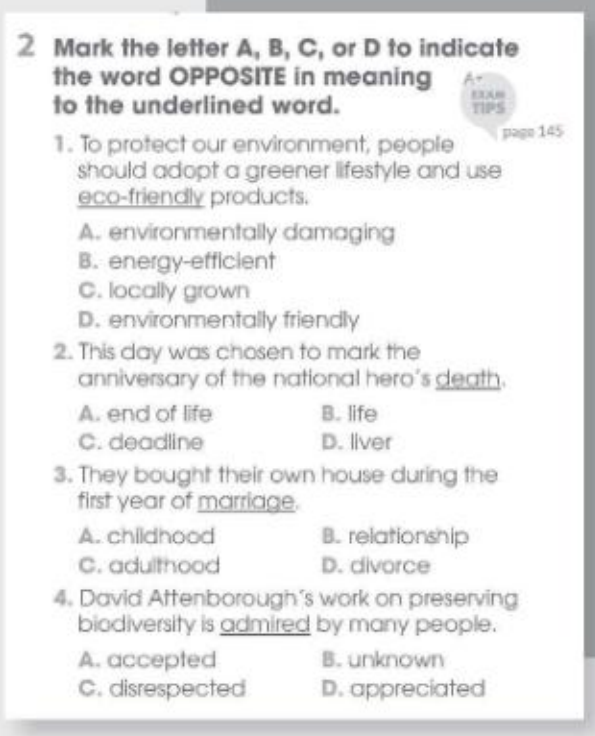
Key: 1. A 2. D 3. C 4. B

Extension: Explain that this is a question type that Ss will encounter in the National Upper-secondary School Exam Paper and they should practise learning synonyms or words close in meaning. Put Ss in groups and have them take turns saying different words and coming up with their synonyms. Encourage groups to write them down, then share their lists with the rest of the class.

ACTIVITY 2

Aim: To help Ss review topic-related words and phrases from Units 1-3, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.
- If they don't know any words, encourage them to work out their meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that the word that makes the sentence opposite in meaning can be the correct answer.
- Check answers as a class.
- Confirm the correct answers.



2 Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.

A+ EXAM TIPS page 145

1. To protect our environment, people should adopt a greener lifestyle and use eco-friendly products.
   A. environmentally damaging
   B. energy-efficient
   C. locally grown
   D. environmentally friendly
2. This day was chosen to mark the anniversary of the national hero's death.
   A. end of life B. life
   C. deadline D. liver
3. They bought their own house during the first year of marriage.
   A. childhood B. relationship
   C. adulthood D. divorce
4. David Attenborough's work on preserving biodiversity is admired by many people.
   A. accepted B. unknown
   C. disrespected D. appreciated

Exam tips:

Vocabulary (MCQs): Identifying the word(s) OPPOSITE in meaning to the underlined word(s)

1. Read the whole sentence, focusing on the underlined word.
2. Try to work out how the underlined word is formed, i.e. if it has any suffixes or prefixes, or if it is a compound word.
3. If you don't know the underlined word, try to work out its meaning from context, i.e. the words, phrases, and sentences surrounding it.
4. Replace the underlined word with each of the answer choices. The word that makes the sentence opposite in meaning is the correct answer.

Key: 1. A 2. B 3. D 4. C

Extension: Explain that this is a question type that Ss will encounter in the National Upper-secondary School Exam Paper and they should practise learning antonyms or words opposite in meaning. Put Ss in groups and have them take turns saying different words and coming up with their antonyms. Encourage groups to write them down, then share their lists with the rest of the class.

ACTIVITY 3

Aim: To help Ss review topic-related words and phrases from Units 1-3, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding.
- Have Ss look through the four answer choices, put each one into the gap and read the sentence. They should then decide which one fits the sentence grammatically and logically.
- Tell them to choose the answer choice that makes a meaningful sentence.
- Check answers as a class.
- Confirm the correct answers.

Key: 1. C 2. B 3. D 4. C 5. B 6. A 7. C 8. B

Extension: Put Ss in pairs and have each student write their own multiple-choice question. Ask Ss to swap their questions and choose the correct answer. Invite some pairs to read their questions for the rest of the class to answer.

3 Mark the letter A, B, C, or D to indicate the correct answer.

A+ EXAM TIPS page 145

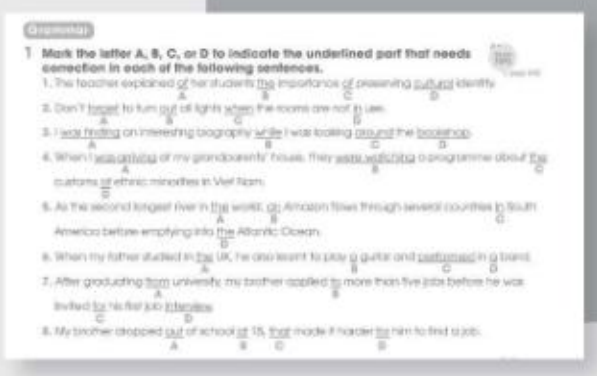
1. It's important to preserve the cultural _____ of a nation.
   A. marriage B. trend
   C. identity D. origin
2. The waste stored in _____ can contaminate the soil and water.
   A. vehicles B. landfills
   C. pollution D. layer
3. Some waste materials release methane as they _____.
   A. pollute B. are reused
   C. are thrown away D. decompose
4. My grandfather had an unhappy _____ during the war.
   A. account B. death
   C. childhood D. festivity

5. Uncle Ho _____ his whole life to fighting for the independence and freedom of Viet Nam.
   A. attended B. devoted
   C. adopted D. protected
6. From a boat _____, K-pop has spread around the world.
   A. trend B. style C. custom D. shock
7. Tourists are usually not familiar with the _____ of ethnic minorities in Viet Nam.
   A. beliefs B. fairs C. customs D. origin
8. My father had played football in his _____ before he took up tennis.
   A. childcare B. youth C. marriage D. achievement

GRAMMAR

ACTIVITY 1

Aim: To help Ss revise the use of the past simple and past continuous, articles (*a/an/the*), verbs with prepositions, and non-defining relative clauses referring to a whole sentence.


Grammar

1 **Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.**

1. The teacher explained of her students the importance of preserving cultural identity.
2. Don't forget to turn out all lights when the rooms are not in use.
3. I was finding an interesting biography while I was looking around the bookshop.
4. When I was arriving at my grandparents' house, they were watching a programme about the customs of ethnic minorities in Viet Nam.
5. As the second longest river in the world, an Amazon flows through several countries in South America before emptying into the Atlantic Ocean.
6. When my father studied in the UK, he also learnt to play a guitar and performed in a band.
7. After graduating from university, my brother applied to more than five jobs before he was invited for his first job interview.
8. My brother dropped out of school at 15, that made it harder for him to find a job.

- Tell Ss to read the sentences and focus on the underlined words/phrases.
- Have Ss study the words and phrases that come before and after the underlined parts.
- In weaker classes, sort the sentences into groups according to the grammar point Ss have learnt in Units 1-3, e.g. Q1 and Q2 – verbs with prepositions, Q3 and Q4 – past simple and past continuous. Quickly review the grammar points on the board or have Ss refer back to the **Remember!** boxes in the **Language** sections.
- Have Ss compare answers and correct the mistakes in pairs, before confirming answers as a class.

Key: 1. A (of → to) 2. B (out → off) 3. A (was finding → found)
4. A (was arriving → arrived) 5. B (an → the)
6. B (a → the) 7. B (to → for) 8. C (that → which)

Extension: Put Ss in four groups and assign each group one of the grammar points Ss have learnt: the past simple and past continuous, articles (*a/an/the*), verbs with prepositions, and non-defining relative clauses referring to a whole sentence. Have each group write three sentences using their assigned grammar point, but insert a grammatical mistake. Invite groups to read their sentences while the rest of the class try to find and correct the mistakes.

ACTIVITY 2

Aim: To help Ss revise the use of the past simple and past continuous and non-defining relative clauses referring to a whole sentence, and provide exam practice.

2 **Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.**

1. Air pollution levels have increased in many countries. This is also linked to biodiversity loss.
   A. Air pollution levels have increased in many countries, which is also linked to biodiversity loss.
   B. Air pollution levels have increased in many countries, but this is also linked to biodiversity loss.
   C. As air pollution levels have increased in many countries, this is also linked to biodiversity loss.
   D. Air pollution levels have increased in many countries, that is also linked to biodiversity loss.
2. My classmate was searching for more information about recycling plastic containers. I was writing an introduction for our presentation.
   A. My classmate was searching for more information about recycling plastic containers, or I was writing an introduction for our presentation.
   B. While my classmate was searching for more information about recycling plastic containers, I was writing an introduction for our presentation.
   C. My classmate was searching for more information about recycling plastic containers when I wrote an introduction for our presentation.
   D. My classmate was not only searching for more information about recycling plastic containers, but also writing an introduction for our presentation.

3. I was invited to join a cultural exchange programme. This gave me the opportunity to travel and meet people from all over the world.
   A. I was invited to join a cultural exchange programme because this gave me the opportunity to travel and meet people from all over the world.
   B. Although I was invited to join a cultural exchange programme, this didn't give me the opportunity to travel and meet people from all over the world.
   C. I was invited to join a cultural exchange programme, which gave me the opportunity to travel and meet people from all over the world.
   D. I was invited to join a cultural exchange programme and this didn't give me the opportunity to travel and meet people from all over the world.
4. We arrived at the party yesterday. Everybody was dancing and having a great time.
   A. Everybody was dancing and having a great time when we arrived at the party yesterday.
   B. While we were arriving at the party yesterday, everybody was dancing and having a great time.
   C. We were arriving, dancing, and having a great time at the party yesterday.
   D. Everybody liked dancing and having a great time, but we didn't arrive at the party yesterday.

- Have Ss work in pairs. Ask them to read the first pair of sentences carefully and try to work out the relationship between them. Elicit answers by asking questions such as *What does the word 'This' in the second sentence refer to? Is the information in the second sentence essential or additional? Is there any cause-and-effect relationship or time relationship?*
- Ask Ss to read the four answer choices in the first question and decide if there are any grammatically wrong sentences. Explain that they can be immediately eliminated, e.g. C and D. Encourage Ss to identify the connectives used to join the two clauses (*which, but, as, that)*, and discuss whether they are used correctly and what they express, e.g. *When do we use 'but'?* (to express ideas that contrast) *Do the ideas in the two sentences contrast each other?* (no, so B can't be the answer) *How is 'which' used in A?* (to give more information about the first clause, to connect a non-defining relative clause).
- Confirm the correct answer and ask Ss to do the rest individually.
- Have Ss compare their answers in pairs.
- Check answers as a class.

Exam tips:

Sentence combination MCQs: Identifying the sentence that best combines a pair of given sentences

1. Read the two sentences and study the relationship between these sentences, e.g. addition, contrast, subordination.
2. Read the answer choices and eliminate the grammatically incorrect ones.
3. Choose the sentence that best represents the relationship between the two sentences and does not change the meaning of the original sentences.

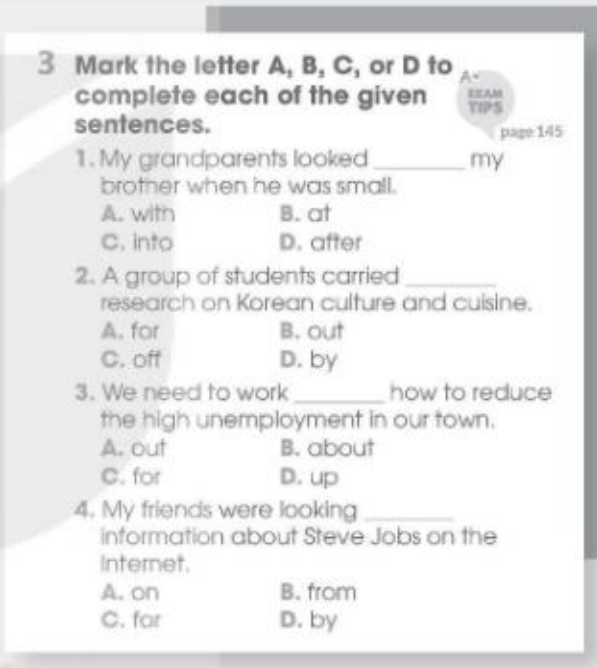
Key: 1. A 2. B 3. C 4. A

Extension: Put Ss in pairs. Ask each student in the pairs to write at least six simple sentences on a given topic, e.g. eco-friendly habits, cultural diversity, a famous person. Have Ss swap their sentences. They should then try to combine pairs of sentences into compound or complex sentences and write them down. Invite some Ss to read their new sentences.

ACTIVITY 3

Aim: To help Ss revise the use of phrasal verbs and provide exam practice.

- Have Ss work in pairs. In stronger classes, ask them to identify the grammar point that is practised, i.e. phrasal verbs. In weaker classes, explain what the grammar focus is and give some examples. Explain that some phrasal verbs have non-phrasal synonyms, e.g. *bring about – cause, put off – postpone*.
- Encourage Ss to focus on the verbs or verb phrases, and decide if they are grammatically correct. Ask Ss to also decide if the sentences are semantically correct, i.e. they are logical and the words are used in a way that reflect their meaning. Grammatically or semantically wrong sentences can be immediately eliminated.
- Have Ss compare their answers in pairs.
- Check answers as a class.



3 **Mark the letter A, B, C, or D to complete each of the given sentences.** A+ EXAM TIPS page 145

1. My grandparents looked _____ my brother when he was small.
   A. with B. at
   C. into D. after
2. A group of students carried _____ research on Korean culture and cuisine.
   A. for B. out
   C. off D. by
3. We need to work _____ how to reduce the high unemployment in our town.
   A. out B. about
   C. for D. up
4. My friends were looking _____ information about Steve Jobs on the Internet.
   A. on B. from
   C. for D. by

Exam tips: Grammar (MC Cloze): Choosing the best answer to complete each sentence

1. Read the whole sentence and the answer choices.
2. Try to identify the grammar points that are tested in the sentence.
3. Eliminate any choices that are grammatically incorrect. The correct answer should be grammatically correct and form a meaningful sentence.

Key: 1. D 2. B 3. A 4. C

Extension: Put Ss in groups. On the board, write down a list of non-phrasal verbs that have phrasal verb synonyms, e.g. *explode* (blow up), *postpone* (put off), *admire* (look up to), *extinguish* (put out), *assemble* (put together), *anticipate* (look forward), *submit* (hand in), *rise* (stand up), *omit* (leave out), *indicate* (point out), *extract* (pull out), *oppose* (go against). Have groups come up with their phrasal verb synonyms.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS

LISTENING

ACTIVITY 1

Aim: To help Ss practise listening for main ideas and sequence.

II SKILLS

Listening

1 (22) Listen to a talk about three traditional festivals and their environmental impact. Number the pictures of the festivals in the order they are mentioned.

a b c

- Focus Ss' attention on the three photos and ask them what festivals they show. Encourage them to note down their guesses in their notebooks.
- Tell Ss that they are going to hear a talk about these festivals and their environmental impact.
- Play the recording for Ss to listen and number the pictures of the festivals.
- Confirm the correct answers. Ask Ss to give the clues that help them work out the answer, i.e. words or phrases used to describe the photos such as a. *Paléo Festival;* b. *tree-planting festival, forests;* c. *release live fish into rivers*.

Key: 1. b 2. c 3. a

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

2 (23) Listen again and decide whether the following sentences are true (T) or false (F).

	T	F
1. People in India celebrate Forest Festival (Van Mahotsav) annually.		
2. Only adults can plant trees during Forest Festival.		
3. Vietnamese people release live fish into lakes and rivers after Tet Festival.		
4. People who want to attend Paléo Festival shouldn't use their own cars to get there.		
5. Food stalls at Paléo Festival are not allowed to use reusable cups.		

- Ask Ss to read the sentences and underline the keywords, e.g. 1. *India, Forest Festival, annually*; 2. *Only adults, plant trees, Forest Festival*; 3. *Vietnamese, release, live fish, lakes and rivers, after Tet Festival*; 4. *Paléo Festival, shouldn't, use, own cars*; 5. *Food stalls, Paléo Festival, not allowed, use, reusable cups*.
- Play the recording again and have Ss listen and tick the correct column.
- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- In weaker classes, play the recording again, pausing at the places where Ss can find the answers. In stronger classes, ask Ss to provide evidence from the listening to support their answers.
- Ask Ss to correct the false statements.

Key: 1. T 2. F 3. F 4. T 5. F

Audio script – Tracks 22 + 23:

Nowadays, both traditional and modern festivals are trying to reduce their carbon footprints and promote eco-friendly practices. Today, I'm going to talk about three of them.

Now, let's look at this photo. Well, this is Forest Festival or *Van Mahotsav* in India, a tree-planting festival taking place in the first week of July every year since 1950. Its aim is to raise people's awareness about the importance of forests in India. As part of the festival, thousands of trees are planted by both children and adults all over the country.

Next, I'll talk about Tet Festival, or Vietnamese New Year traditions. As part of the celebration, people release live fish into rivers a week before the festival officially begins. This tradition comes from an ancient story and is believed to bring good luck. It is also used to promote the protection and conservation of freshwater habitats. The event is now monitored by local authorities to ensure fish species are suitable for the ecological conditions of rivers.

Music festivals are also becoming eco-friendly, and one example is Paléo Festival in Switzerland, which is held in July every year. Back in 2009, it introduced reusable cups. Festival goers are also encouraged to use public transport as much as possible. Most food stalls sell local, organic, or vegetarian food. The festival is also committed to using 100 per cent green energy.

Now, do you know any other eco-friendly festivals or traditions?

[...]

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: Call out sentences from the listening or other statements related to it, but make mistakes in some of them, e.g. *Only food festivals are trying to reduce their carbon footprints.* Have Ss stand up when they hear a mistake and say *No!* Invite a student to correct the mistake. In stronger classes, vary the game by having individual Ss say the statements.

SPEAKING

ACTIVITY 1

Aim: To help Ss develop ideas for the speaking task.

- Have Ss read through the instructions and check understanding. Focus Ss' attention on the two points related to the Forest Festival in India, and ask, *What's the purpose of this festival? What's its environmental impact?*
- Ask them to work in pairs to discuss the purpose and environmental impact of the other two festivals and complete the table.
- Walk round the class to offer help if necessary.
- Invite some pairs to present their completed table in front of the class.

Speaking

1 **Work in pairs. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below.**

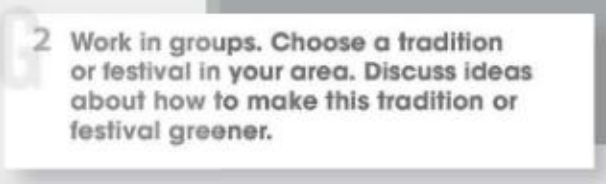
Festivals/ Traditions	Purpose/ Eco-friendliness
1. Forest Festival (India)	- To encourage every person in India to plant a tree - To raise people's awareness about the importance of forests
2. Fish release (Tet Festival, Viet Nam)	
3. Paléo Festival (Switzerland)	

Suggested answer:

Festivals/Traditions	Purpose/Eco-friendliness
2. Fish release (Tet Festival, Viet Nam)	– To bring good luck – To promote the protection and conservation of freshwater habitats
3. Paléo Festival (Switzerland)	– To encourage people to use public transport – To raise awareness of using local, organic, or vegetarian food – To encourage people to use green energy

ACTIVITY 2

Aim: To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.



2 **Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener.**

- Put Ss in groups. Have them choose one tradition they know about or a festival they have been to and discuss how to make it greener or eco-friendlier.
- Walk round the class to offer help if necessary. In weaker classes, encourage Ss to use the ideas from the listening: Encourage public transport to and from the event, Ban single-use plastics, Sell local, organic, and vegetarian food.
- Invite some groups to present a summary of their group discussion to the class.

Suggested answers:

Discussion sample:

A: We decided to discuss the music festival that we hold every year to celebrate International Women's Day at our school. It's a great event and many people attend it. However, it's not very environmentally friendly. Most people arrive in their cars or motorcycles, which pollutes the air.

B: Yes, I agree. Most food stalls also sell food in single-use plastic containers, which are thrown away after the event.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

C: In addition, the food they sell is often not locally produced. There are too many meat dishes and not enough vegetarian options.

A: I totally agree with C. We should only invite food vendors that sell locally produced food with more vegetarian options.

C: That's a good idea.

Report sample:

In our group, we talked about the music festival to celebrate International Women's Day at our school. We all agreed that it should be more eco-friendly. We can reduce its carbon footprint in several ways. First, we should encourage attendees to use public transport, not their private vehicles. Second, we should ban single-use plastics and make sure food is sold in reusable containers. Finally, we should invite food vendors that sell locally produced food and have more vegetarian dishes on their menu.

Extension: Put Ss in groups and have them come up with ideas for a new green festival that celebrates nature. Remind them of the tree-planting event in India. Provide other examples, e.g. *Green Man Festival in the UK that celebrates nature, folk music, and the arts, and is held in a picturesque setting; Envision Festival in Costa Rica that combines music, yoga, art, and sustainable living in a tropical setting.* Have Ss brainstorm other ideas and decide on a festival suitable for their local area.

READING

ACTIVITY 1

Aim: To help Ss practise reading for main ideas and specific information.

- Have Ss read through the questions and the options. Make sure they understand the questions.
- Ask Ss to underline the keywords in each question.
- Then have Ss read the text. Tell Ss to locate the keywords as well as the paraphrases of these keywords in the text and decide the best answer choice for each question.
- Have Ss work in pairs to compare their answers.
- Check answers as a class and ask Ss to explain their choices.

Exam tips

Q1. Reading comprehension MCQs (for main ideas)

1. Read the questions and answer choices.
2. Read through the whole text/section and try to get an overview of it. Pay attention to the first or the last sentence of each paragraph, which is usually the topic sentence.
3. Do not focus too much on unfamiliar words. Try to guess the meaning of these words from context.
4. The correct answer should best summarise the main ideas of the whole text/section. Watch out for distractors, especially choices that are 'irrelevant' (i.e. not mentioned in the text/section), 'incorrect' (i.e. not true according to the text/section), 'too narrow' (i.e. only representing part of the text/section) or 'too general' (i.e. not specific to that section only).

Reading

1 **Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.**

EXAM TIPS page 146

Alexandre Yersin was born in 1863 in Switzerland, and passed away at the age of 80 in Nha Trang, Viet Nam. His family was originally from France. He was a doctor who made great contributions to medicine as well as the people in Viet Nam.

In 1890, Yersin left Europe to work as a medical doctor on a ship near Indochina, where he explored the region. In 1894, he was sent to Hong Kong to deal with an infectious disease. Then, he discovered a bacterium responsible for the disease and saved millions of people's lives.

One year later, Yersin established a small laboratory in Nha Trang to prepare serums against the disease in human beings and cattle. To **fund** the laboratory, he started to grow corn, rice, and coffee, and introduced the rubber tree in Indochina. **It** later became a branch of the Pasteur Institute in Paris.

From 1902 to 1904, he lived in Ha Noi and helped establish Ha Noi Medical University. He was also the first medical director of the university. In 1920, he introduced the first effective drug for preventing and treating malaria in the region.

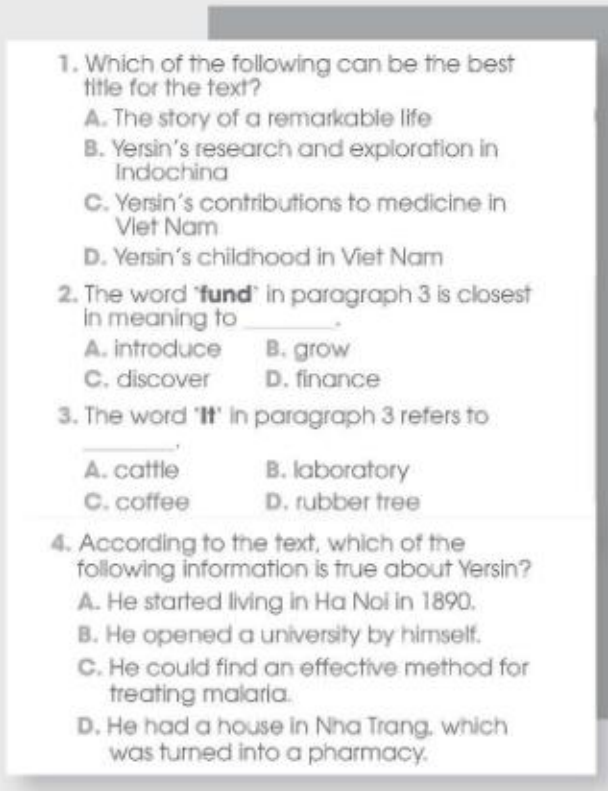
His house in Nha Trang is now the Yersin Museum. A university in Da Lat was named Yersin University in his honour.

Q3. Reading comprehension MCQs (for referents)

1. Read the question and locate the part that contains the referent, e.g. *it, they, him* in the text.
2. Try to work out the meaning of the whole sentence and look for any contextual clues around the referent.
3. Try to identify the correct answer by replacing the referent with each of the answer choices. Pay attention to the nouns in the sentence and check whether they are singular/plural.

Key:

1. A (B is mentioned in paragraph 2 only; C is mentioned in paragraphs 3 and 4; D is NOT mentioned)
2. D (the word 'fund' in paragraph 3 is a verb that means 'to raise money or finance')
3. B (the word 'It' in paragraph 3 refers to a singular noun and something that 'later became a branch of the Pasteur Institute in Paris'.)
4. C (the information is mentioned in paragraph 4)



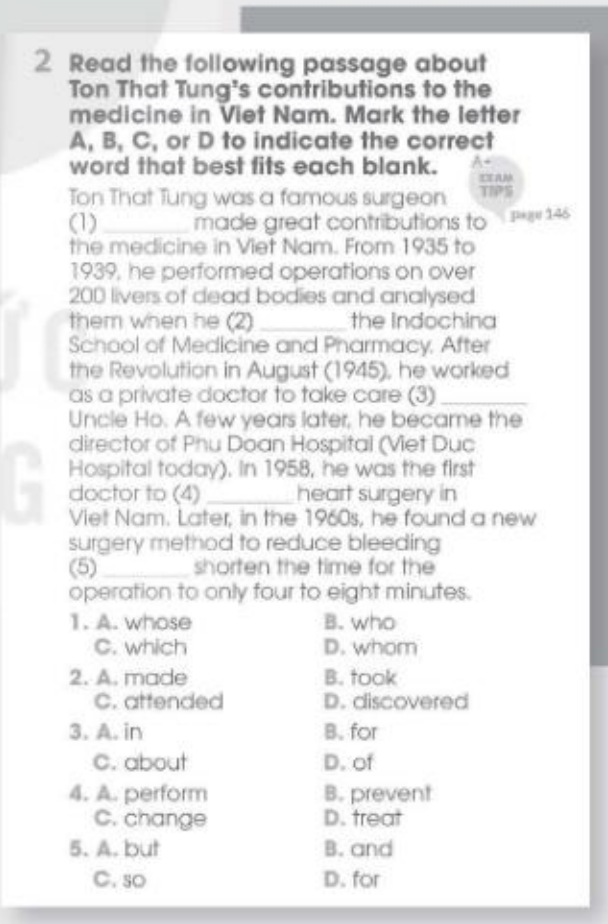
1. Which of the following can be the best title for the text?
   A. The story of a remarkable life
   B. Yersin's research and exploration in Indochina
   C. Yersin's contributions to medicine in Viet Nam
   D. Yersin's childhood in Viet Nam
2. The word '**fund**' in paragraph 3 is closest in meaning to _____.
   A. introduce B. grow
   C. discover D. finance
3. The word '**It**' in paragraph 3 refers to _____.
   A. cattle B. laboratory
   C. coffee D. rubber tree
4. According to the text, which of the following information is true about Yersin?
   A. He started living in Ha Noi in 1890.
   B. He opened a university by himself.
   C. He could find an effective method for treating malaria.
   D. He had a house in Nha Trang, which was turned into a pharmacy.

Extension: Give Ss three minutes to read and memorise as many details from the text as possible. Then have them close their books and ask questions to check how much they can remember, e.g. *Where/When was Yersin born? At what age did he pass away? Where was his family from?*

ACTIVITY 2

Aim: To help Ss practise reading for specific information and develop ideas for their writing.

- Ask Ss to read the text to get an overview.
- Then have them read each sentence more carefully and look through the four answer options. Tell them to put each of the four options into the gap and decide if the sentence is grammatically and semantically correct.
- Tell Ss to eliminate the answer choices that make the sentence grammatically incorrect or illogical.
- Have Ss compare their answers in pairs.
- Check answers as a class.



2 **Read the following passage about Ton That Tung's contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank.**

A+ EXAM TIPS page 146

Ton That Tung was a famous surgeon (1) _____ made great contributions to the medicine in Viet Nam. From 1935 to 1939, he performed operations on over 200 livers of dead bodies and analysed them when he (2) _____ the Indochina School of Medicine and Pharmacy. After the Revolution in August (1945), he worked as a private doctor to take care (3) _____ Uncle Ho. A few years later, he became the director of Phu Doan Hospital (Viet Duc Hospital today). In 1958, he was the first doctor to (4) _____ heart surgery in Viet Nam. Later, in the 1960s, he found a new surgery method to reduce bleeding (5) _____ shorten the time for the operation to only four to eight minutes.

1. A. whose B. who
   C. which D. whom
2. A. made B. took
   C. attended D. discovered
3. A. in B. for
   C. about D. of
4. A. perform B. prevent
   C. change D. treat
5. A. but B. and
   C. so D. for

Exam tips: Comprehension (MC Cloze): Choosing the best answers to complete the text

1. Read each sentence with the gap. Try to understand the meaning.
2. Look through the answer choices. Pay attention to the grammar of the sentence. For example, think if the gap requires a verb or noun, and in what form - plural or singular. Eliminate any grammatical incorrect choices.
3. Pay attention to the pronouns and logical connectors in the text, and choose words that maintain the right relationships.
4. Choose the answer choice that makes a meaningful sentence.

Key: 1. B 2. C 3. D 4. A 5. B

Extension: Put Ss in pairs. Have them focus on language related to medicine in the two reading texts, e.g. *infectious disease, bacterium, laboratory, serum, drug, malaria, operations, heart surgery, bleeding*. Ask Ss to work out the meaning of the words. If Ss have access to the Internet, ask them to look up the words in an online dictionary.

WRITING

Aim: To help Ss practise writing a biography about someone's life.

- Ask Ss to read the extra information about Dr Ton That Tung and check their understanding. Pre-teach some of the vocabulary items if necessary.
- Have Ss work in pairs. Ask Ss to use the additional information about Dr Ton That Tung and the information in **2** in the **Reading** section to write a short biography (around 180 words) of Dr Ton That Tung. Remind Ss to select the main life events, combine the information and put it in time order.
- Give Ss enough time to write their texts. Set a time limit depending on the Ss' ability level.
- Walk round the class and offer help if necessary.
- If time allows, ask Ss to swap their texts with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation.
- Collect Ss' texts to mark and provide written feedback in the next lesson.

Writing

Use the information about Ton That Tung below and details from 2 in Reading to write a biography (180 words) about Ton That Tung.

- Born: 1912 (Thanh Hoa Province)
- Died: 1982 (aged 70, Ha Noi)
- Education:
  - + 1931: moved to Ha Noi and studied at Chu Van An High School
  - + 1935–1939: studied at the Indochina School of Medicine and Pharmacy

Suggested answer:

The life story of Ton That Tung

Ton That Tung was born in 1912 in Thanh Hoa Province in Viet Nam. In 1931, he moved to Ha Noi and studied at Chu Van An High School. From 1935 to 1939, he attended the Indochina School of Medicine and Pharmacy, where he performed operations on over 200 livers of dead bodies and analysed them. In August 1945, he started working as a private doctor to take care of Uncle Ho. In 1958, he performed the first heart surgery in Viet Nam. In the late 1960s, he found a new surgery method to reduce bleeding and shorten the time for the operation to only four to eight minutes.

Dr Ton That Tung passed away at the age of 70 in Ha Noi. His impressive achievements are still admired by many doctors and ordinary people in Viet Nam and around the world. The Vietnamese government has set up an award in medicine named after him. Many streets in our country are also now named after him.

Extension: Ask Ss to present their biographies to the class. Encourage them not to read the texts they have written, but rely only on their notes. Ask them to include a greeting and introduction at the beginning of their talks, e.g. *Good morning, everyone. Today, I'm going to talk about …*, and some closing remarks, e.g. *This is the end of my presentation. Thank you all for listening.*

Unit

4

URBANISATION

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and pronounce unstressed words in connected speech;
- understand and use words related to urbanisation;
- use the present perfect with *It/This/That … the first/best …* correctly;
- use double comparatives to show change correctly;
- read for main ideas and specific information in an article about the urbanisation of Ha Noi;
- talk about the changes in a living area;
- listen for main ideas and specific information in a radio talk about urbanisation;
- describe a line graph about trends in urbanisation;
- make complaints and respond to them;
- understand the urbanisation in Malaysia and Australia;
- do some research on an urban area in Viet Nam and give a group presentation about it.

LESSON 1 . GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review the language from the previous unit by having Ss play a game. Divide the class into two teams and the board in two halves. Give a board pen to one of the Ss in each team. Call out the theme from Unit 3 (*Green living*) and give them two minutes to write as many words connected to the theme as they can. Explain that each word must be written by a different student and only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's spelling and count how many correct words each team has written.
- To lead into the unit topic, ask Ss questions such as *Do you live in a city/the countryside? What do you like about your place? Has your place changed over the past few years? How has it changed? Do you like or dislike these changes?*
- Then ask Ss to open their books at page 48. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and Culture/CLIL topics, and the project.

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar points to be learnt in the unit.

- Focus Ss' attention on the unit title and section heading. First, elicit the meaning of 'urbanisation' by asking questions such as *What does 'urban' mean?* (connected with a town or city) *What is the meaning of the suffix '-ation'?* (a state/process of becoming) *What processes does 'urbanisation' describe?* (1. the process of building houses, streets, factories, etc. in the countryside; 2. the process by which more and more people leave the countryside and start to live and work in towns and cities). Write the definitions on the board, and tell Ss they will learn more about these processes in the unit.
- Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it, e.g. *What can you see in the picture*? (blocks of flats, high-rise buildings) *What do you think the land was used for in the past*? (for growing rice and vegetables, farming)

I GETTING STARTED

Urban development

1 Listen and read.

Nam: Hi, Mark!

Mark: Hi, Nam! Sorry I'm late. I got lost because your neighbourhood has changed a lot.

Nam: Yeah. It's been three years since your last visit. Anyway, do you want to go for a walk? I'll show you around.

Mark: Fresh air and a walk sound nice. Let's go!

...

Mark: Nam, there used to be a rice field opposite your house, right?

Nam: Exactly, Mark. But now they have built several high-rise buildings. The city is getting bigger and bigger.

Mark: Yes, more and more people want to live in urban areas nowadays. This is part of the process of urbanisation.

Nam: That's true. There are also new public parks and people can enjoy more leisure activities. In addition to the big shopping centre, there is a convenience store on every corner. And look at our new electric buses! Do you want to go for a ride?

Mark: Sure, Nam ... Wow! The bus is so quiet and comfortable! It's the first time I've been on an electric bus. Getting around is probably becoming more and more convenient for local residents.

Nam: Not really. The more crowded the area becomes, the worse traffic jams get, especially during rush hour. The cost of living is also going up. These are the changes that I don't like.

Mark: That's true, Nam. I guess urbanisation can also cause problems.

...

- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic of urbanisation, e.g. *high-rise buildings, urban areas, public parks*.
- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers are correct.
- Ask two or three pairs of Ss to read the conversation aloud.

Audio script – Track 24:

Nam: Hi, Mark!

Mark: Hi, Nam! Sorry I'm late. I got lost because your neighbourhood has changed a lot.

Nam: Yeah. It's been three years since your last visit. Anyway, do you want to go for a walk? I'll show you around.

Mark: Fresh air and a walk sound nice. Let's go!

...

Mark: Nam, there used to be a rice field opposite your house, right?

Nam: Exactly, Mark. But now they have built several high-rise buildings. The city is getting bigger and bigger.

Mark: Yes, more and more people want to live in urban areas nowadays. This is part of the process of urbanisation.

Nam: That's true. There are also new public parks and people can enjoy more leisure activities. In addition to the big shopping centre, there is a convenience store on every corner. And look at our new electric buses! Do you want to go for a ride?

Mark: Sure, Nam ... Wow! The bus is so quiet and comfortable! It's the first time I've been on an electric bus. Getting around is probably becoming more and more convenient for local residents.

Nam: Not really. The more crowded the area becomes, the worse traffic jams get, especially during rush hour. The cost of living is also going up. These are the changes that I don't like.

Mark: That's true, Nam. I guess urbanisation can also cause problems.

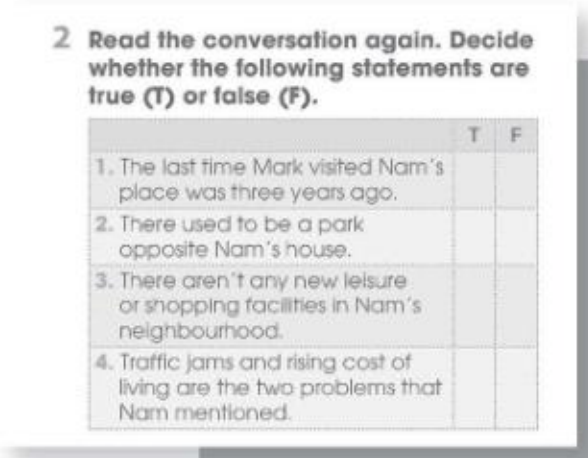
...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the keywords in the statements, then read the conversation and locate the part of the conversation that has the relevant information.
- Have Ss share their answers with the class.
- Confirm the answers. Ask Ss to correct the two false statements.



2 **Read the conversation again. Decide whether the following statements are true (T) or false (F).**

	T	F
1. The last time Mark visited Nam's place was three years ago.		
2. There used to be a park opposite Nam's house.		
3. There aren't any new leisure or shopping facilities in Nam's neighbourhood.		
4. Traffic jams and rising cost of living are the two problems that Nam mentioned.		

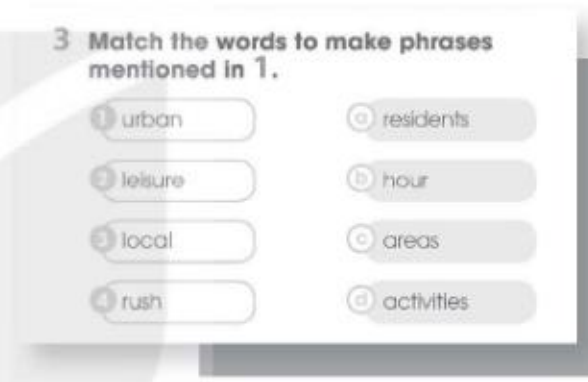
Key: 1. T 2. F 3. F 4. T

Extension: Put Ss in pairs and have each pair come up with two statements based on the conversation: one true and one false. Invite each pair to call out their statements for the rest of the class to decide if they are true or false. Give a point to the pair who is the first to call out the correct answer. In stronger classes, have Ss correct the false statements.

ACTIVITY 3

Aim: To introduce collocations related to urban development.

- Check Ss' understanding of the individual words in each column by eliciting synonyms or antonyms, e.g. *What is the opposite of 'urban'?* (rural) *Do you know another word for 'resident'?* (inhabitant).
- Have Ss read the conversation quickly again, find the words and underline them. Then ask Ss to do the matching.
- Have Ss compare their answers in pairs.
- Confirm the correct answers as a class. In weaker classes, ask Ss to write the phrases on the board and check understanding.



3 **Match the words to make phrases mentioned in 1.**

1 urban	a residents
2 leisure	b hour
3 local	c areas
4 rush	d activities

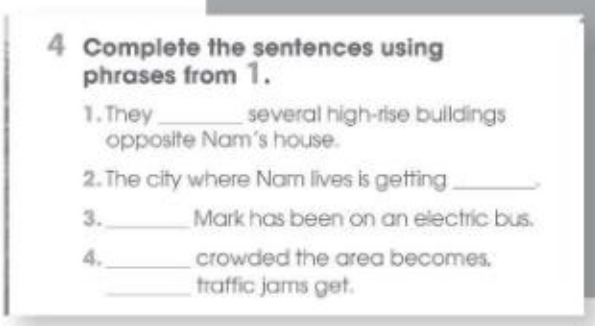
Key: 1. c 2. d 3. a 4. b

Extension: Put Ss in groups and have them come up with other collocations with the individual words, e.g. urban: *urban community / landscape / renewal / life / population / design*. Explain the meaning of any collocations Ss may not be familiar with. In stronger classes, have Ss make sentences with the phrases, e.g. *Urban design is the planning of streets, buildings, and other spaces for city residents.*

ACTIVITY 4

Aim: To help Ss identify the present perfect and double comparatives to show change.

- Have Ss read the sentences. Encourage them to try to complete them with appropriate phrases without referring to the conversation. Then ask them to find the answers in the conversation.
- Check answers by first asking the class to call out the correct phrase only, then by calling on individual Ss to read the complete sentences.
- Read out each sentence again and elicit each grammar point, e.g. *1. The present perfect is used to describe something that happened in the past, but still important in the present.*
- Tell Ss that they will learn more about the grammar points in the next lesson.



4 **Complete the sentences using phrases from 1.**

1. They _____ several high-rise buildings opposite Nam's house.
2. The city where Nam lives is getting _____.
3. _____ Mark has been on an electric bus.
4. _____ crowded the area becomes, _____ traffic jams get.

Key: 1. have built 2. bigger and bigger 3. It's the first time 4. The more … the worse

Extension: Review the difference between the past simple and present perfect. Elicit from Ss that both tenses refer to past actions, but the past simple is usually used to refer to an action that happened at a definite time in the past and is finished while the present perfect describes an action that started in the past and continues in the present, or a past action that has present consequences. Put Ss in groups. Call out a sentence containing a verb in the past simple, and have groups convert it into a sentence using the present perfect, e.g. *I saw the film last night.* → *I have seen the film before.* Repeat with a sentence in the present perfect, e.g. *He has gone on a business trip to Singapore.* → *He went on a business trip to Singapore.* In stronger classes, have Ss explain the difference in meaning between the two sentences. Then have groups take turns calling out the sentences for the rest of the class to change the verb tense and make new ones.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 4, the **Project** section, look at the picture and say what the topic of the project is (*An urban area*).
- Explain the project requirements: Ss will have to do research on an urban area in Viet Nam that has been newly-created through urbanisation and then give an oral presentation to report the findings of their research. Ss can also interview people from previous generations to find information about the urban area and its development. Their presentation should cover the questions listed in the **Project** section. Encourage Ss to find suitable photos of the area and other visuals to illustrate their points.
- Put Ss in groups, and have them choose their group leader. Then ask them to assign tasks to each group member, e.g. doing research on a particular question, combining the collected information, summarising and synthesising the information, writing presentation scripts, and preparing the slides. Make sure that all group members contribute to the project.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. words and phrases to describe features of an area: *remote, disadvantaged, poor infrastructure, modern, living conditions, job opportunities,* and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

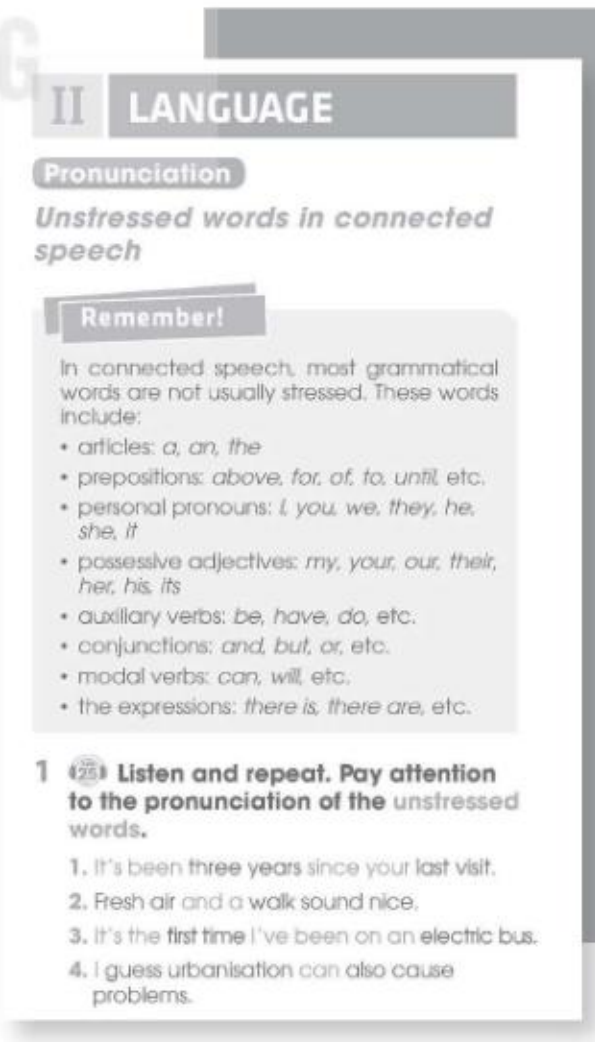
PRONUNCIATION

UNSTRESSED WORDS IN CONNECTED SPEECH

ACTIVITY 1

Aim: To help Ss recognise and practise unstressed words in sentences.

- Ask Ss to read the sentences and check comprehension.
- Play the recording and have them listen and repeat, paying attention to the unstressed words.
- Make sure Ss are aware that they should not place emphasis on unstressed words. Remind them that unstressed words are quieter and shorter, and their vowels are usually reduced.



II LANGUAGE

Pronunciation

Unstressed words in connected speech

Remember!

In connected speech, most grammatical words are not usually stressed. These words include:

- articles: *a, an, the*
- prepositions: *above, for, of, to, until,* etc.
- personal pronouns: *I, you, we, they, he, she, it*
- possessive adjectives: *my, your, our, their, her, his, its*
- auxiliary verbs: *be, have, do,* etc.
- conjunctions: *and, but, or,* etc.
- modal verbs: *can, will,* etc.
- the expressions: *there is, there are,* etc.

1 **Listen and repeat. Pay attention to the pronunciation of the unstressed words.**

1. It's been three years since your last visit.
2. Fresh air and a walk sound nice.
3. It's the first time I've been on an electric bus.
4. I guess urbanisation can also cause problems.

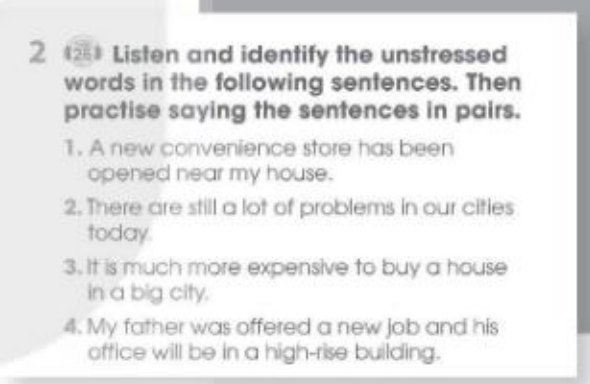
- Have Ss focus on the words in blue in the first sentence. Ask them to identify the part of speech of each one, e.g. *It* – personal pronoun, *'s been* – auxiliary verb *be*, *since* – preposition, *your* – possessive adjective.
- Elicit from Ss that in English these grammatical words are normally unstressed.
- Put Ss in pairs and have them read the list in the **Remember!** box. Go through the list of grammatical words listed there and check understanding by asking Ss to use them in sentences.
- Ask Ss to read the other three sentences and identify the part of speech of the grammatical words that are unstressed, e.g. *and* – conjunction, *a* – article, *It* – personal pronoun, *is* – auxiliary verb *be*, *the* – article, *I* – personal pronoun; *'ve been* – auxiliary verb *be*, *on* – preposition, *an* – article, *I* – personal pronoun, *can* – modal verb.
- Play the recording again, and have Ss repeat the sentences first, then practise saying them in pairs.

Audio script – Track 25:

1. **It's been** three years **since your** last visit.
2. Fresh air **and a** walk sound nice.
3. **It's the** first time **I've been on an** electric bus.
4. **I** guess urbanisation **can** also cause problems.

ACTIVITY 2

Aim: To help Ss recognise and practise unstressed words in sentences.


2 **Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs.**

1. A new convenience store has been opened near my house.
2. There are still a lot of problems in our cities today.
3. It is much more expensive to buy a house in a big city.
4. My father was offered a new job and his office will be in a high-rise building.

- Ask Ss to read the sentences and check understanding.
- Play the recording twice, if necessary, pausing after each sentence and asking Ss to repeat as a class.
- Have Ss underline the unstressed words.
- Check answers as a class.
- Put Ss in pairs and have them practise saying the sentences to each other.

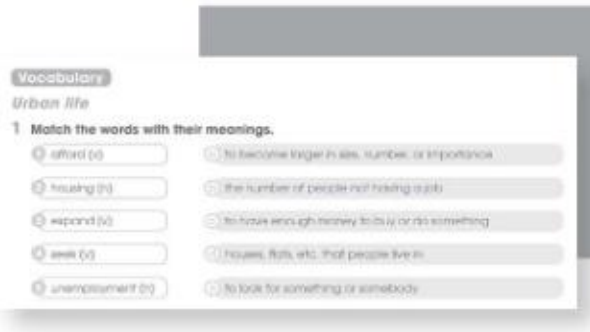
Key + Audio script – Track 26:

1. A new convenience store has been opened near my house.
2. There are still a lot of problems in our cities today.
3. It is much more expensive to buy a house in a big city.
4. My father was offered a new job and his office will be in a high-rise building.

Extension: In weaker classes, have Ss drill the sentences from **1** and **2** a few more times. Start with only the stressed words, e.g. T: *visit*, Ss: *visit*; T: *last visit*; Ss: *last visit*; T: *years last visit*, Ss: *years last visit*; T: *three years last visit; Ss: three years last visit;* After Ss have drilled them, add in the unstressed words one at a time and have Ss repeat, e.g. T: *three years your last visit*, Ss: *three years your last visit;* T: *three years since your last visit*, Ss: *three years since your last visit*; T: *been three years since your last visit*, Ss: *been three years since your last visit*, T: *It's been three years since your last visit*, Ss: *It's been three years since your last visit*. Have Ss clap their hands when they pronounce the stressed words to maintain natural rhythm.

VOCABULARY

URBAN LIFE


Vocabulary

Urban life

1 **Match the words with their meanings.**

afford (v)
to become larger in size, number, or importance
housing (n)
the number of people not having a job
expand (v)
to have enough money to buy or do something
seek (v)
houses, flats, etc. that people live in
unemployment (n)
to look for something or somebody

ACTIVITY 1

Aim: To introduce words related to urban life.

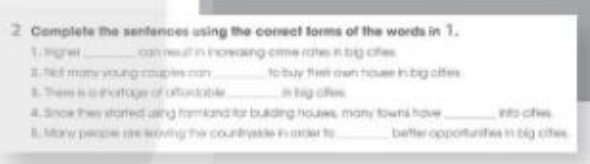
- Ask Ss to read the definitions of the words and check understanding.
- Tell Ss to match the words with the definitions individually.
- Have Ss compare their answers in pairs.
- Check answers as a class. Ask individual Ss to read the definitions while other Ss call out the correct words.
- Focus Ss' attention on the noun *unemployment* and elicit how it is built and identify any prefixes and suffixes, e.g. *By adding the suffix '-ment' to the verb 'employ' to form the noun 'employment', then adding the prefix '-un' to form the opposite noun.* In stronger classes, put Ss in pairs and have them come up with nouns containing the suffix '*-ment*' or the prefix '*-un*', e.g. *argument, excitement, development, accomplishment, achievement, measurement; uncertainty, unease, unfairness*. Explain that the prefix '*-un*' is more often used with adjectives and verbs than with nouns, e.g. *unhappy, unfair, untie, unfold*.

Key: 1. c 2. d 3. a 4. e 5. b

Extension: Put Ss in pairs and have them come up with words and phrases produced from the five vocabulary items, e.g. *afford – affordable, easily affordable, affordably, affordability; housing – house (n), to house (v), in-house; expand – expansion, expandable, expand on/upon; seek – seek out, hide-and-seek, job-seeking, attention-seeking; unemployment – employ, unemployed, employment, employee, employer.* If Ss have access to online dictionaries, ask them to look up the words. Elicit the meaning of words Ss are not familiar with.

ACTIVITY 2

Aim: To help Ss practise using the words in **1** in meaningful contexts.


2 Complete the sentences using the correct forms of the words in 1.
1. Higher _____ can result in increasing crime rates in big cities.
2. Not many young couples can _____ to buy their own house in big cities.
3. There is a shortage of affordable _____ in big cities.
4. Since they started using farmland for building houses, many towns have _____ into cities.
5. Many people are leaving the countryside in order to _____ better opportunities in big cities.

- Have Ss work in pairs. Tell them to read the sentences and decide which word in **1** can be used to complete each of the sentences. Encourage them to look for context clues to help them decide on the correct word, e.g. *In Sentence 1, the word after 'higher' needs to be a noun, and the phrase 'can result in increasing crime rates' gives us the hint that the word to fill in here is 'unemployment'.*
- Check answers as a class. Have individual Ss call out the word they have used in each sentence.
- Confirm the correct answers. Ask Ss to explain the context clues that help them work out the answers, e.g. *In the second sentence, the modal verb 'can' and the infinitive 'to buy' indicate that the missing word must be a verb.*
- Ask individual Ss to read the complete sentences.

Key: 1. unemployment 2. afford 3. housing
4. expanded 5. seek

Extension: Have Ss make more sentences using the five words. In stronger classes, divide the class into teams and give each team five minutes to write as many sentences as they can. Make sure there is at least one sentence with each word. Ask teams to read them and give a point for each correct sentence. The team with the most points is the winner.

GRAMMAR

PRESENT PERFECT (REVIEW AND EXTENSION)

ACTIVITY 1

Aim: To help Ss review the present perfect and introduce other uses of the verb tense.

Grammar
Present perfect (review and extension)
Remember!
• We use the present perfect to describe something that started in the past and is still happening now, or something that was completed in the very recent past.
Example:
A lot of young people **have moved** to big cities to work or study.
• We also use the present perfect to say how many times something has happened with the following structure:
It/This/That + be + **the first/the second time** + Subject + **have/has (done)** ...
Example:
This is the second time I **have visited** this city.
It is not the first time I **have heard** about urbanisation.
• We often use the present perfect for a unique experience with the following structure:
It/This/That/Noun or Gerund phrase + be + **the best/the worst/the only/the most beautiful/** ... + Subject + **have/has (ever done)** ...
Example:
That is the worst meal I **have ever had** in this city.
Moving to the city is **the best** decision my parents **have ever made** in their life.
1 Circle the underlined part that is incorrect in each of the following sentences. Then correct it.
1. This is the first time I saw such a tall building in my life.
2. Mount Fuji in Japan is the most beautiful place we had ever visited.
3. This has been the second time my mother has warned me not to spend all my money on clothes.

- Ask Ss to look at Sentences 1 and 3 in **4** in **Getting Started** and elicit the verbs used there such as *have built* and *has been*.

- Ask Ss to look at the **Remember!** box and read the rules for using the present perfect tense. Focus Ss' attention on the use of the present perfect tense with the structures in bold.
- In weaker classes, spend more time on the explanations and examples in the **Remember!** box. Read each usage and the examples, and help Ss come up with more sentences to illustrate that usage.
- Focus Ss' attention on the three sentences and check if they know all words. Explain that there is one mistake in each one, which they need to find and circle first. Then they need to write the correct form.
- Ask Ss to work in pairs or individually to complete the activity.
- Check answers as a class.

Key: 1. B (saw → have seen) 2. C (had → have) 3. A (has been → is)

Extension: Put Ss in groups and give each group a different structure, e.g. Group 1: *It/This is/was the first time …*, Group 2: *It/This is/was the second time …*, Group 3: *It/This is/was not the first time …*, Group 4: (Noun/Gerund) *is the most* (adjective) *I/we have …* Have groups come up with at least five sentences with their given structure.

DOUBLE COMPARATIVES TO SHOW CHANGE

ACTIVITY 2

Aim: To help Ss practise double comparatives to show change.

Double comparatives to show change

Remember!

- We use double comparatives to show change.
  Example:
  Towns are getting ***bigger and bigger.***
  The air is becoming ***more and more polluted.***
  There are ***more and more high-rise buildings*** *in the city.*
- We also use double comparatives to say that two things change together.
  Example:
  The bigger *the city gets,* ***the more crowded*** *it becomes.*
  The more *we invest in rural areas,* ***the more*** *we can help people there.*

2 **Choose the sentence that has the closest meaning to the given sentence.**

1. Housing is getting more and more expensive in big cities, so many local residents can't afford to buy their own place.
   A. Many local residents in big cities can't buy their own place because housing is becoming more expensive every day.
   B. More and more local residents can't afford their own place in big cities because housing is too expensive.
   C. Housing is getting affordable enough for many local people to buy their own place.
   D. Housing in big cities has become the most expensive these days, so many local residents can't afford their own place.
3. The more people move into big cities, the higher the unemployment is.
   A. The higher the unemployment is, the more people move into big cities.
   B. More people moving into big cities causes higher unemployment.
   C. More people move into big cities despite the high rate of unemployment.
   D. More people move into big cities because there are more employment opportunities there.
5. The more houses are built, the less space we have for plants and trees.
   A. Although more houses are built, we still have some space for plants and trees.
   B. The fewer houses we build, the less space we have for plants and trees.
   C. We have less space for plants and trees because more houses are built.
   D. Plants and trees are the reasons why more houses can't be built.

- Ask Ss to look at Sentences 2 and 4 in **4** in **Getting Started** and elicit the structures with double comparatives used there, i.e. *bigger and bigger*, and *the more … the worse*.
- Ask Ss to look at the **Remember!** box and read the rules for using double comparatives to show change. Focus Ss' attention on the two usages: to show change and to say that two things change together.
- In weaker classes, spend more time on the explanations and examples in the **Remember!** box. Read each usage and the examples, and help Ss come up with more sentences to illustrate that usage.
- Explain the activity to Ss. They need to choose the best option to indicate the sentence that is closest in meaning to the sentence given.
- Focus Ss' attention on the sentences and the given options. Check understanding.
- Ask Ss to work in pairs or individually to complete the activity.
- Check answers as a class.

Exam tips

Grammar/Comprehension (Sentence transformation MCQs): Identifying the sentence that is closest in meaning to a given sentence

1. Read the original sentence and try to understand its meaning.
2. Read the answer choices and try to work out what grammar point the question could be testing, e.g. conditionals, cause-effect, the passive, indirect speech.
3. Eliminate the grammatically incorrect answer options.
4. Choose the sentence that doesn't change the meaning of the original sentence.

Key: 1. A 2. B 3. C

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: In stronger classes, explain that double comparatives are often used to show cause and effect, i.e. to say that if something increases or decreases, it causes something else to change, e.g. *The more you study, the more you learn.* Put Ss in groups and have them come up with other sentences, e.g. *The more my dad works, the more he earns. The more they spend, the less they save. The more I worry, the less I sleep. The older we grow, the wiser we become.*

ACTIVITY 3

Aim: To help Ss practise the present perfect and double comparatives in a speaking activity.

3 Work in pairs. Make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect.

Example:

Urbanisation **has changed** my home town a lot. The local authority **has expanded** the roads and **improved** the infrastructure. More high-rise buildings **have been built**. There are **more and more** people from the nearby villages. They **have come** to work in the local factories.

- Have Ss read the instructions and example, and check understanding.
- Put Ss in pairs. Have them first think of an urbanised area, and make a list of the changes in the area.
- In weaker classes, brainstorm some ideas as a class and write some prompts on the board.
- Have Ss use their notes or prompts on the board to describe the changes in the area using the present perfect and double comparatives.
- Invite some pairs to talk about the changes in front of the class.

Suggested answer:

My home town **has changed** a lot over the past ten years. The urban areas **have expanded**, and there is **less and less** land for agriculture. **More and more** people move in. **The more** people move in, **the more** houses are built. Life is also getting **more and more expensive**.

LESSON 3. READING

URBANISATION OF HA NOI

ACTIVITY 1. Pre-reading

Aim: To activate prior knowledge about the topic and get Ss involved in the lesson.

III READING

Urbanisation of Ha Noi

1 Work in pairs. Look at the pictures in the article in 2 below. Discuss the following questions.

1. What can you see in each picture?
2. What do the pictures tell you about Ha Noi and people's life in the city?

- Ask Ss to look at the pictures. Have them work in pairs and discuss what they see in each of the pictures and what the pictures tell them about Ha Noi and people's life in the city.
- Invite some pairs to share their descriptions with the class.
- In weaker classes, read each description in the suggested answers without mentioning which picture it refers to, and have Ss guess the picture.

Suggested answers:

In the first picture, I can see an old street in Ha Noi. There are only low-rise colonial-style buildings. There are also many pedestrians. I can also see people buying and selling goods in an open-air market/wet market. It seems that people used to walk a lot more then, life was simple and the streets were quiet.

In the second picture, I can see a narrow street. There is also a tram line in the middle. People are also riding bicycles. The buildings are still low-rises with no more than three or four stories. Many people still get around on foot, but there are also other forms of transport in the city – bicycles, rickshaws and trams. The city also looks more crowded.

In the third picture, I can see a large area of the city. There is a very big lake surrounded by many high-rise and modern buildings. I can also see many trees in this area.

In the fourth picture, I can see an overground railway above big roads. The train looks fast and modern. One road is full of traffic as there are many cars. City dwellers now can use modern transport such as fast trains and cars, but they spend more time sitting down or get stuck in traffic jams more often. Life is dynamic, but stressful.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meanings of words from context.

- Ask Ss to read the text to get an overall idea.
- Then have Ss focus on the highlighted words, looking for context clues that they can use to guess their meanings, e.g. context clues for *residents*: *population*, *530,000*, *in an area*.
- Encourage Ss to replace the word with each answer choice or part of it to see which one fits in grammatically and logically, e.g. *1. Back in 1954, it was a small city with a population of about 530,000 people/buildings in an area of about 152 sq km.* (A. *people who live in a particular place)*
- Have Ss discuss the context clues and compare answers in pairs.
- Check answers as a class.

Key: 1. A 2. B 3. A 4. B 5. B

Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, and have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.

a. what do the pictures tell you about Ha Noi and people's life in the city?

2 **Read the article. Choose the correct meanings of the highlighted words.**

Ha Noi | Then and Now

'Ha Noi Then and Now' exhibition has attracted thousands of visitors this week. The pictures have brought back childhood memories to old residents while helping younger generations see how the city has changed over the years.

In the 'Then' hall, visitors can see pictures of 20th-century Ha Noi. Back in 1954, it was a small city with a population of about 530,000 residents in an area of about 152 sq km. The capital's famous Old Quarter or '36 old streets' dates back hundreds of years, with each street focusing on a different trade or craft.

An old street in Ha Noi

The way Hanoians get around

'My parents couldn't afford a motorbike or car. Most residents used to get around by bicycle or on foot,' said an 80-year-old visitor. Trams, which began service in 1901, were a popular means of public transport until 1991. Buses were not very frequent then. People lived and worked in low-rise buildings. The city was a fascinating mixture of French colonial buildings and traditional Eastern architecture.

The 'Now' pictures show a modern city with a population of over 8 million people. Over the years, the urban area has gradually expanded to over 3,000 sq km including many of the surrounding villages. As rural residents move into Ha Noi, the government is providing more affordable housing. More high-rise buildings have also been built. Ha Noi has improved its transport infrastructure, building new roads and bridges. It is modernising bus services using more electric ones. The Ha Noi Metro opened to the public in 2021 and is expected to include more lines by 2030.

A new image of Ha Noi

Transport in Ha Noi now

However, urbanisation has created new problems. 'As more people come to seek better job opportunities, the city is getting more and more crowded. This has led to more traffic jams and higher unemployment rates,' said a 21-year-old student. Air pollution is also causing concern among city residents.

1. residents
   A. people who live in a particular place
   B. buildings in a particular place
2. colonial
   A. connected with the native country
   B. connected with a country that controls another country
3. gradually
   A. slowly, over a period of time
   B. quickly, over a short time
4. modernising
   A. making something attractive
   B. making use of the latest technology, design, etc.
5. concern
   A. a feeling of satisfaction
   B. a feeling of worry about something important

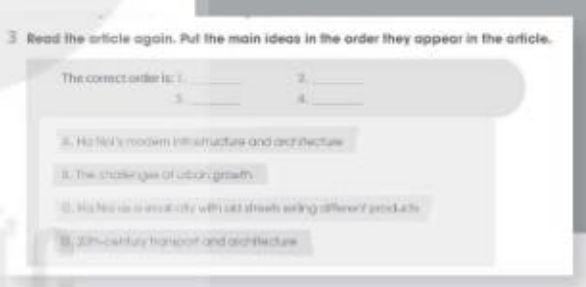
ACTIVITY 3. While-reading

Aim: To help Ss practise reading for main ideas and sequence.

- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.
- Ask Ss to read the phrases and check understanding.
- Have Ss skim through each section and choose the appropriate phrase. Ask Ss to make use of the keywords in each section to support their answers, e.g. *In the first paragraph, keywords such as 'small city', 'population', 'area', 'old streets', 'different trade or craft' point to option C as the best choice for the first idea.*
- Ask Ss to work in pairs to compare their answers.
- Check answers as a class.

Key: 1. C 2. D 3. A 4. B

Extension: Put Ss in groups of four. Have groups assign a section from the reading text to each member. Ask Ss to study their sections for a couple of minutes, then close their books. Have each student try to present their section to the other group members.


3 **Read the article again. Put the main ideas in the order they appear in the article.**

The correct order is: 1. _____ 2. _____ 3. _____ 4. _____

A. Ha Noi's modern infrastructure and architecture

B. The challenges of urban growth

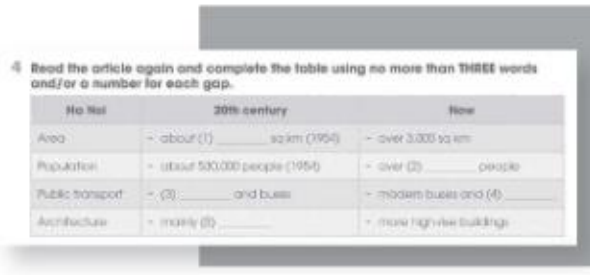
C. Ha Noi as a small city with old streets selling different products

D. 20th-century transport and architecture

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to study the table and check understanding of how the information is organised.
- Draw Ss' attention to each gap. Encourage Ss to guess the type of information they need, e.g. *(1) and (2) must be numbers; (3) and (4) refer to a form of public transport so they must be nouns.; (5) refers to the style or type of buildings, so it must be a noun*. Remind them that they should use a number or no more than three words per gap.


4 **Read the article again and complete the table using no more than THREE words and/or a number for each gap.**

Ha Noi	20th century	Now
Area	- about (1) _____ sq km (1954)	- over 3,000 sq km
Population	- about 530,000 people (1954)	- over (2) _____ people
Public transport	- (3) _____ and buses	- modern buses and (4) _____
Architecture	- mainly (5) _____	- more high-rise buildings

- In weaker classes, elicit the section where Ss can find each answer, e.g. (1) – paragraph 2; (2) – paragraph 4. Ask Ss to scan through each paragraph, locate the information for each gap, and check if the answers fit in the table in terms of both meaning and the type of information they have guessed earlier.
- Have Ss work in pairs to compare answers.
- Check answers as a class.

Key: 1. 152 2. 8 / eight million 3. trams
4. metro / trains 5. low-rise buildings

Extension: Put Ss in groups. Have them choose another city in Viet Nam and compare it with Ha Noi, e.g. *In the 1950s, Ha Noi was a lot smaller than Ho Chi Minh City. Also, twice as many people lived in Ho Chi Minh City as in Ha Noi. Both cities have expanded and grown in population.* To help Ss, provide or brainstorm the information in advance, e.g.

Ho Chi Minh City	20th century	Now
Area	about 50 sq km in 1950s	over 2,000 sq km
Population	about 1.2 million people in 1950s	about 9 million people
Public transport	buses	modern buses and metro/trains
Architecture	many colonial-style buildings	colonial-style buildings and more high-rise buildings, including skyscrapers

ACTIVITY 5. Post-reading

Aim: To help Ss use the language and ideas from the reading to express opinions and give reasons.

5 Work in pairs. Discuss the following questions.
Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why?

- Ask Ss to recap what they have learnt about Ha Noi in the past and Ha Noi now.
- Brainstorm ideas as a class by asking questions such as *What was life like in Ha Noi in the past? Was it easy / quiet / convenient / crowded? What kind of jobs did people mainly have in the city? What's life like in a big city like Ha Noi now? What makes city life more attractive for people? What facilities are available in Ha Noi?*
- Have Ss work in pairs to discuss the questions.
- Invite several Ss to share their discussions.

Suggested answer:

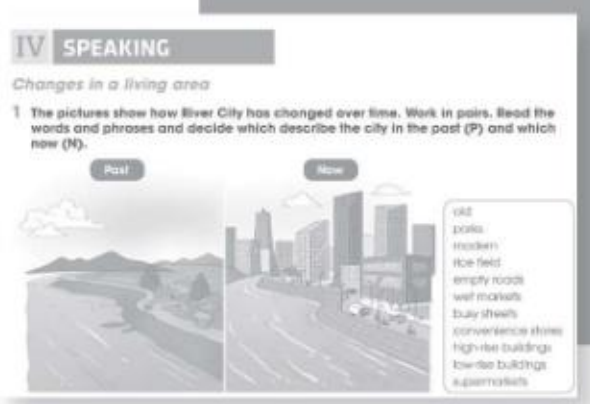
I prefer to live in Ha Noi now because I like its modern facilities, including green parks, good hospitals and schools, shopping centres, museums and theatres. Getting around Ha Noi is also very convenient nowadays. However, my partner prefers to live in Ha Noi in the past. According to him/her, Ha Noi in the past was more peaceful and quieter than Ha Noi at present. It was also safer to get around because people mainly walked or used bicycles.

LESSON 4. SPEAKING

CHANGES IN A LIVING AREA

Learning outcome: By the end of the lesson, Ss will be able to talk about the changes of a place called River City.

ACTIVITY 1


IV SPEAKING

Changes in a living area

1 The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describe the city in the past (P) and which now (N).

Past

Now

old
parks
modern
rice field
empty roads
wet markets
busy streets
convenience stores
high-rise buildings
low-rise buildings
supermarkets

Aim: To introduce more ideas for the speaking task and get Ss involved in the lesson.

- Tell Ss to look at the pictures showing how River City has changed over time. Encourage Ss to spot the differences between River City in the past and River City now, e.g. *low-rise buildings (in the past) vs. high-rise buildings (now).*
- Ask Ss to work in pairs, read the given words and phrases, and decide which describe the city in the past and which refer to the city now.
- In weaker classes, explain any words or phrases that Ss may find difficult, e.g. *wet market* (a market in Southeast Asia and China selling fresh meat, fish, vegetables, etc.).
- Check answers as a class.

Key:

Past (P):	Now (N):
old	modern
rice field	parks
empty roads	busy streets
wet markets	convenience stores
low-rise buildings	high-rise buildings
	supermarkets

ACTIVITY 2

2 Work in pairs. Talk about the changes in River City. Use the words and phrases in 1.

Example

In the past, this place only had low-rise buildings. However, a lot of high-rise buildings have been built in the city.

Aim: To give Ss an opportunity to practise talking about changes in River City.

- Remind Ss of the grammar points they have learnt in this unit (the present perfect and double comparatives) and how they can use them to talk about changes.
- Explain the task. Ask Ss to read the example and check understanding.
- In weaker classes, provide some words and phrases as prompts, e.g. *replaced by, used to be, hardly any.*
- Have Ss work in pairs. Walk round the class to offer help if necessary.

Suggested answer:

- In the past, River City only had low-rise buildings. However, a lot of high-rise buildings have been built here.
- They have opened a lot of convenience stores and supermarkets to replace the old wet markets.
- There used to be a rice field outside the city, but it has been replaced by a city park.
- In the past, the roads were almost empty. There was hardly any traffic. Now, the streets are busy and there are too many cars on the roads.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: Put Ss in groups and have them come up with changes to aspects of life in the city not shown in the picture, e.g. population growth, public transport, private vehicles, leisure activities, types of jobs available, climate change. In weaker classes, brainstorm these changes as a whole class, e.g. *Do you think the population of River City has increased? How do you think public transport in the city has changed? How did residents spend their free time in the past?*

ACTIVITY 3

Aim: To give Ss an opportunity to present their descriptions to the whole class.

3 Report your answers to the whole class. Vote for the best description.

- Ask groups to prepare a short presentation on the changes they discussed in **2**. Their descriptions should also include an introductory sentence and a conclusion.
- In weaker classes, provide Ss with an outline for their descriptions and ask them to complete it.
- Have Ss practise presenting their descriptions in their groups to improve fluency.
- Walk round the class to offer help if necessary. Make sure all group members contribute to the presentation or have a chance to present a part of it.
- Ask groups to present their descriptions. Have the class vote for the best description. Their rankings should be based on criteria such as inclusion of all changes, appropriate use of the grammar points and fluent delivery.

Suggested answer:

When we looked at the picture of River City in the past and at present, we noticed a lot of differences. This means that there have been many changes in the city over the years. It got bigger and bigger. The old town/village has now become a modern city. A lot of high-rise buildings have been built to replace the low-rise buildings. There used to be a rice field outside the city, but it has been replaced by a city park. A lot of convenience stores and supermarkets have opened and replaced the old wet markets. In the past, the roads were almost empty, but now they have become very busy. In summary, life in River City has become very dynamic and interesting.

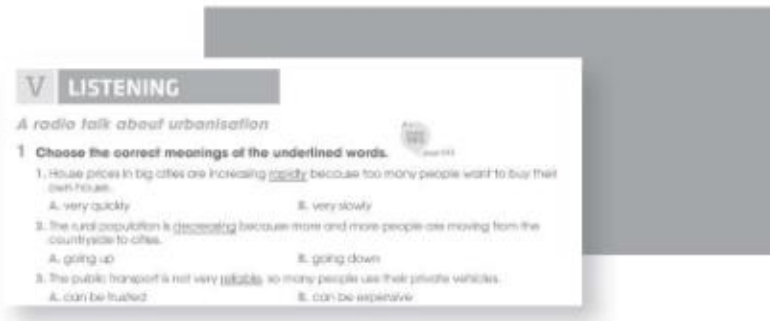
Extension: Put Ss in groups and have them discuss how River City may change in the future. Encourage them to consider what impact smart technologies may have on cities. Ask them also to think about efforts to make cities more sustainable. In stronger classes, have groups add their predictions to the descriptions they present to the class.

LESSON 5. LISTENING

A RADIO TALK ABOUT URBANISATION

ACTIVITY 1. Pre-listening

Aim: To introduce words to help Ss understand the listening, and set the context of the listening task.


V LISTENING

A radio talk about urbanisation

1 **Choose the correct meanings of the underlined words.**

1. House prices in big cities are increasing rapidly because too many people want to buy their own house.
A. very quickly B. very slowly

2. The rural population is decreasing because more and more people are moving from the countryside to cities.
A. going up B. going down

3. The public transport is not very reliable, so many people use their private vehicles.
A. can be trusted B. can be expensive

- Write '*Urbanisation*' on the board and elicit from Ss what they have learnt about the topic so far, e.g. urbanisation in Ha Noi, urban development in a small area.
- Tell Ss that they will learn about other aspects of urbanisation.
- Ask Ss to read the sentences and the answer choices, and check understanding.
- Check answers as a class.

Key: 1. A 2. B 3. A

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.

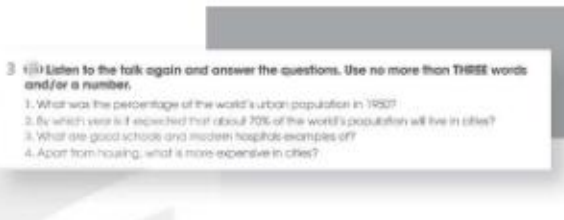
2 Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C.
1. What is the talk about?
A. Urban population. B. Advantages of urbanisation. C. The world's urbanisation.
2. How has the urban population changed over the past few decades?
A. It has grown rapidly. B. It has decreased gradually. C. It has increased slightly.
3. Which chart shows the percentage of the world's urban population now?
A. B. C.
urban population
rural population
4. Which of the following is mentioned as an advantage of urbanisation?
A. City residents have better health.
B. City dwellers can afford expensive houses.
C. Buses and trains run more often.
5. What does the speaker say about the air quality in big cities?
A. City residents can develop health problems if exposed to air pollution over a long period.
B. Air quality is improving because the number of private cars has decreased.
C. Smog and higher carbon emissions in the air are making traffic conditions worse.

- Have Ss look through the questions and options, and check understanding. In weaker classes, explain any words Ss may find difficult, e.g. *decades, gradually, slightly, percentage, smog, traffic conditions.*
- Play the recording and have Ss listen and do the activity.
- Ask Ss to compare their answers in pairs.
- Check answers as a class. In stronger classes, ask Ss to provide evidence from the recording.
- In weaker classes, play the recording again, pausing at the places where they can find the correct information.

Key: 1. C 2. A 3. B 4. C 5. A

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.


3 Listen to the talk again and answer the questions. Use no more than THREE words and/or a number.
1. What was the percentage of the world's urban population in 1950?
2. By which year is it expected that about 70% of the world's population will live in cities?
3. What are good schools and modern hospitals examples of?
4. Apart from housing, what is more expensive in cities?

- Have Ss read through the questions and check understanding.
- In stronger classes, have Ss answer the questions without listening to the talk again.
- In weaker classes, have Ss think about the type of information they will need to answer each question, e.g. *1. percentage or number; 2. year; 3. examples of an aspect of city life people like; 4. expensive things or things that cost more.*
- Play the recording for Ss to listen and answer the questions. Alternatively, Ss can take notes and then formulate their answers in no more than three words based on their notes.
- Have Ss compare their answers in pairs.
- Check answers as a class by writing them on the board.

Key: 1. About 30 %/ thirty per cent. 2. By 2050.
3. (City's) better facilities. 4. Goods and services.

Extension: Ask some comprehension questions about the talk or details not tested in the activities, e.g. *What's the name of the radio host? What happens when urban infrastructure is well planned?* In stronger classes, put Ss in groups and have them quiz each other about the radio talk. Walk round the class and make sure each group member has a chance to ask at least two questions.

Audio script – Tracks 27 + 28:

Hello and welcome to FM radio. I'm Jenifer Ha, your host today. I'll talk about urbanisation in the global world. You probably know that in 1950, only about 30 per cent of the world's population lived in urban areas. But over the past few decades, the urban population has increased rapidly, and the rural population has decreased. Today, over 55 per cent of the world's population lives in cities. This figure is expected to reach around 70 per cent by 2050. So you can see that urbanisation is happening very quickly.

So, what are the advantages of urbanisation?

Well, urbanised areas usually have better facilities, such as good schools and modern hospitals. City residents also have access to better health and communication services, clean water and waste management facilities. When urban infrastructure is well-planned, people's quality of life is also improved. Local authorities expand roads trying to make driving easier. At the same time, they try to get more people into public transport by making bus and train services more convenient and frequent. As many city residents earn higher salaries, they can also afford to buy a nice house or a flat in the many high-rise buildings.

Now, let's talk about the disadvantages of urbanisation. When too many people live in urban areas, traffic conditions become worse and worse. As a result, public transport may not be as reliable as residents would wish. Smog, high carbon emissions, increased number of private cars and waste from the large population can all lead to higher levels of pollution. Long-term exposure to air pollution can cause a range of diseases. In addition, home prices become higher, and goods and services cost more. So cities tend to be more expensive to live in.

But what can local authorities do to solve these problems? …

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to use the language and ideas from the listening to express opinions.

4 Work in groups. Discuss the following question.
What do you think is the biggest advantage of urbanisation?

- Ask Ss to list the advantages of urbanisation that have been mentioned in the recording, e.g. *access to better health and communication services, access to clean water and waste management facilities, improving quality of life.*
- Put Ss in groups and have them discuss the advantages. Encourage each group member to express his/her opinion.
- Walk round the class and offer help if necessary.
- Invite Ss from some groups to share their opinions with the whole class. Encourage them to support their opinions with reasons.

Suggested answers:

I think the biggest advantage of urbanisation is the opportunity to get access to better health services. This is because most of the big hospitals with the best medical facilities are often located in big cities. When people have better health services, they will be healthier and enjoy a higher quality of life.

I think the biggest advantage of urbanisation is having modern facilities. When people have access to more and better facilities, their life also gets easier and more comfortable.

Extension: In stronger classes, put Ss in groups and have them discuss the disadvantages of urbanisation. Encourage them to come up with solutions to the problems, e.g. *bad traffic / traffic jams – encourage people to walk or cycle more.*

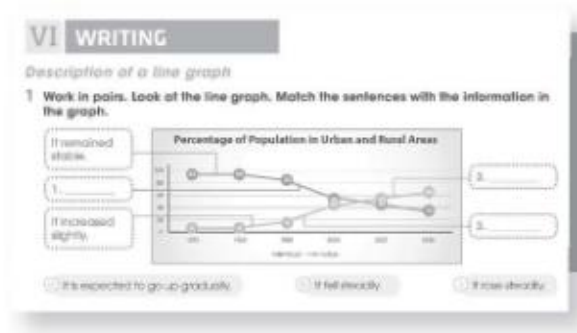
LESSON 6. WRITING

DESCRIPTION OF A LINE GRAPH

Learning outcome: By the end of the lesson, Ss will be able to write a description of a line graph.

ACTIVITY 1

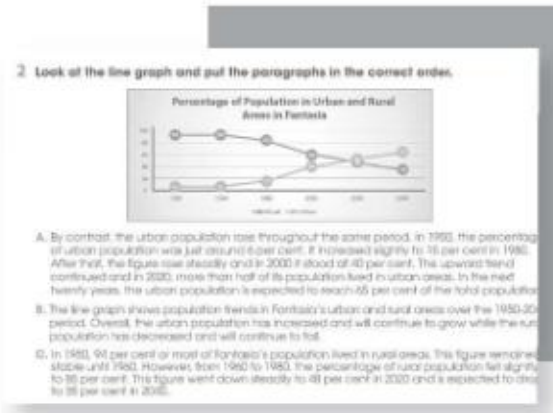
Aim: To familiarise Ss with the language used in a line graph description.


VI WRITING
Description of a line graph
1 Work in pairs. Look at the line graph. Match the sentences with the information in the graph.
Percentage of Population in Urban and Rural Areas

- Ask Ss to look at the line graph that shows the percentage of population in urban and rural areas over a long period of time.
- Focus Ss' attention on the changes over the years for urban and rural populations.
- Ask Ss to read the answer choices and check understanding.
- Have Ss match the phrases with the correct point on the graph.
- Have them compare answers in pairs.
- Check answers as a class.

Key: 1. b 2. a 3. c

ACTIVITY 2


2 Look at the line graph and put the paragraphs in the correct order.

Percentage of Population in Urban and Rural Areas in Fantasia

A. By contrast, the urban population rose throughout the same period. In 1960, the percentage of urban population was just around 6 per cent. It increased slightly to 16 per cent in 1980. After that, the figure rose steadily and in 2000 it stood at 40 per cent. The upward trend continued and in 2020, more than half of its population lived in urban areas. In the next twenty years, the urban population is expected to reach 65 per cent of the total population.

B. The line graph shows population trends in Fantasia's urban and rural areas over the 1950-20... period. Overall, the urban population has increased and will continue to grow while the rur... population has decreased and will continue to fall.

C. In 1960, 90 per cent or most of Fantasia's population lived in rural areas. This figure remained stable until 1960. However, from 1960 to 1980, the percentage of rural population fell slightly to 80 per cent. This figure went down steadily to 68 per cent in 2020 and is expected to drop to 55 per cent in 2040.

Aim: To familiarise Ss with the structure and language of a line graph description.

- Ask Ss to read the instructions, look at the line graph and then study the three paragraphs. Check understanding and explain any words or phrases that Ss don't know, e.g. *upward trend, stable, drop to.*
- Ask Ss to read the explanation and useful expressions in the **Tips** box. Encourage them to find the expressions in the graph descriptions.
- Put Ss in pairs to read the text and discuss how the line graph description is organised. Then have them put the paragraphs in order.
- Check answers as a class.
- To check understanding of the structure and language of a line graph description, ask questions such as *How does the writer introduce the line graph? What expressions do we use to show upward trends? What expressions do we use to show downward trends? What linking words do we use to compare or contrast?*

Key: The order is: B – C – A

ACTIVITY 3

Tips

To describe a line graph, you should:

- introduce and describe the most outstanding feature of the line graph.
  Example:
  The line graph shows information about changes in Waterville's town composition ... Overall, ...
- describe trends
  Example:
  - The figure/proportion/percentage rose/increased/went up + slightly/slowly/gradually/rapidly
  - The figure/proportion/percentage fell/decreased/went down + slightly/slowly/gradually/rapidly
  - ... before/by/in ...
  - ... remained the same/stable.
- make comparisons
  Example:
  By contrast, .../Compared to ... /In comparison with ...

3 The line graph below illustrates population trends in Viet Nam from 1960 to 2020. Write a description (120-150 words) of the graph. Use the expressions in 1, the model and tips in 2, and the suggestions below to help you.

Percentage of Urban and Rural Population in Viet Nam

The line graph shows population trends in Viet Nam from 1960 to 2020. Overall, the urban population ...
In 1960, most Vietnamese people ...
However, from 1960 to 1980, ... From 1990, ...
By contrast, the urban population rose throughout the same period. In 1960, ... In 1980, ... From 1990, ...

Aim: To help Ss practise writing a description of a line graph.

- Ask Ss to look at the line graph and check understanding, e.g. *What does it show? What data does the x-axis / y-axis represent? What period of time does it cover?*
- Explain that they can use the sentences and sentence starters provided in the activity in each of the three paragraphs. In weaker classes, help Ss come up with some descriptive language and useful phrases by asking guiding questions, e.g. *What happened to the rural population in Viet Nam between 1960 and 1980? Did it increase or decrease? How – rapidly or slowly?* Write the prompts on the board for Ss to refer to when writing their descriptions.
- In weaker classes, have Ss work in pairs or groups, so they can help each other. Walk round the class and offer help if necessary.
- In stronger classes, have Ss write their descriptions individually, then swap with a partner and comment on each other's language and organisation. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' descriptions and provide written feedback in the next lesson.

Suggested answer:

The line graph shows the urban and rural population in Viet Nam from 1960 to 2020. Overall, the urban population increased while the rural population decreased.

In 1960, most Vietnamese people lived in rural areas. However, from 1960 to 1980, the percentage of the rural population fell slightly to 81 per cent. Then the figure remained stable for the next ten years. From 1990 to 2010, the proportion of the population living in rural areas continued to decrease gradually. In 2020, the rural population was only 63 per cent of the total population of Viet Nam.

By contrast, the urban population rose throughout the same period. In 1960, the percentage of the city population was just around 15 per cent. The figure went up slightly in 1980 and remained stable until 1990 when less than 20 per cent of the population lived in urban areas. Since 1990, the proportion of the urban population has increased gradually and in 2020, it reached 37 per cent of the total population.

Extension: Explain that in some exam formats, Ss may be required to compare more than one graph. Put Ss in groups, and have them write a short comparison between the population trends in Fantasia (a fictitious place) and Viet Nam.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

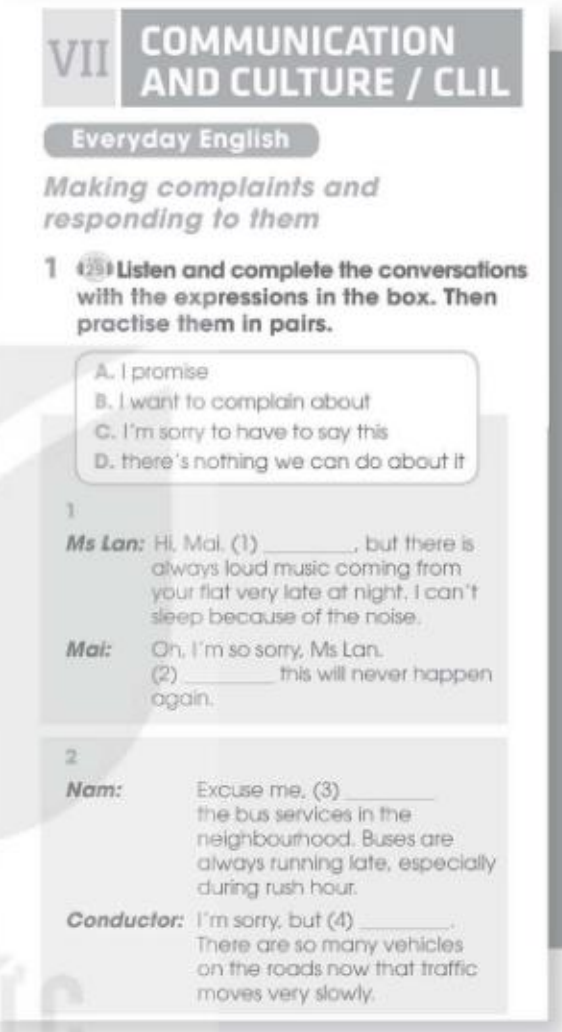
EVERYDAY ENGLISH

MAKING COMPLAINTS AND RESPONDING TO THEM

ACTIVITY 1

Aims:

- To provide a model conversation in which speakers make complaints and respond to them;
- To review expressions for making and responding to complaints.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making complaints and responding to them

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. I promise
B. I want to complain about
C. I'm sorry to have to say this
D. there's nothing we can do about it

1

Ms Lan: Hi, Mai. (1) _____, but there is always loud music coming from your flat very late at night. I can't sleep because of the noise.

Mai: Oh, I'm so sorry, Ms Lan. (2) _____ this will never happen again.

2

Nam: Excuse me, (3) _____ the bus services in the neighbourhood. Buses are always running late, especially during rush hour.

Conductor: I'm sorry, but (4) _____. There are so many vehicles on the roads now that traffic moves very slowly.

- Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about?*
- Have Ss listen and complete the conversations with the expressions in the box.
- Check answers as a class by asking four Ss to read out the conversations.
- Have Ss underline expressions used to make complaints (*I want to complain about …; I'm sorry to have to say this …*) and to give responses to complaints (*I promise ...; I'm sorry, but there's nothing we can do about it.*).
- Put Ss in pairs and have them practise the conversations.

Key: 1. C 2. A 3. B 4. D

Audio script – Track 29:

1.

Ms Lan: Hi, Mai. I'm sorry to have to say this, but there is always loud music coming from your flat very late at night. I can't sleep because of the noise.

Mai: Oh, I'm so sorry, Ms Lan. I promise this will never happen again.

2.

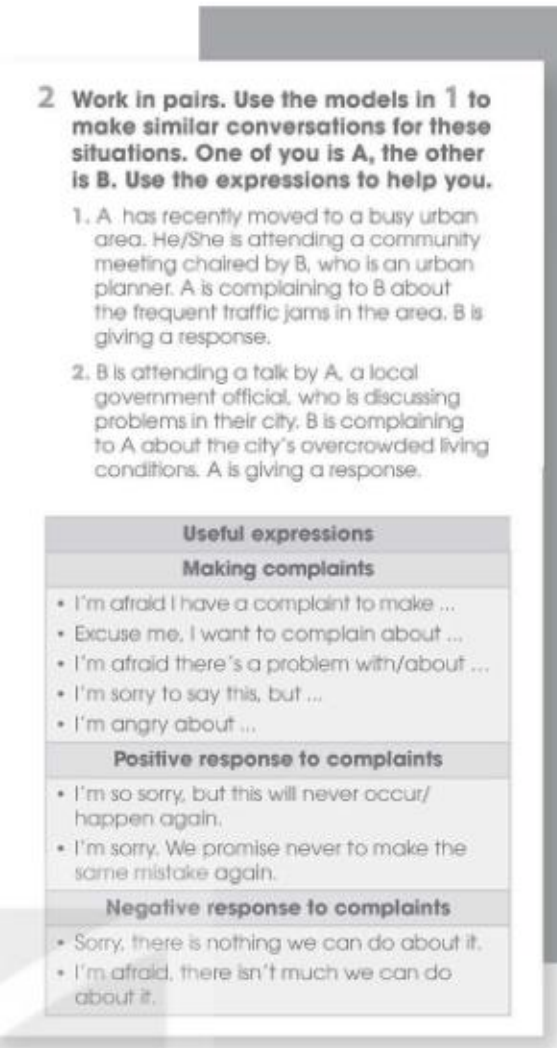
Nam: Excuse me, I want to complain about the bus services in the neighbourhood. Buses are always running late, especially during rush hour.

Conductor: I'm sorry, but there's nothing we can do about it. There are so many vehicles on the roads now that traffic moves very slowly.

ACTIVITY 2

Aim: To help Ss practise making complaints and responding to them.

- Put Ss in pairs and explain the task: to role-play conversations similar to the one in **1**, but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both make a complaint, and respond to it.
- Ask Ss to read through the situations, and check understanding. Ask them if they have been in similar ones, i.e. in which they had to make or respond to complaints.
- In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. Write some prompts on the board if necessary.
- Go through the **Useful expressions** in the box and remind Ss to use them in their conversations.
- In stronger classes, encourage them to be more creative and use a variety of sentence structures.
- Have Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, and what expressions they are going to use to make and respond to the complaint. Then have Ss practise their conversations.
- If time allows, have students swap roles so that they have a chance to role-play both Students A and B in each situation.
- Walk round the class to offer help if necessary.
- Invite several pairs of Ss to role-play their conversations in front of the class.
- Praise for good effort, appropriate use of the expressions for making and responding to complaints, clear pronunciation, and fluent delivery.



2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions to help you.

1. A has recently moved to a busy urban area. He/She is attending a community meeting chaired by B, who is an urban planner. A is complaining to B about the frequent traffic jams in the area. B is giving a response.
2. B is attending a talk by A, a local government official, who is discussing problems in their city. B is complaining to A about the city's overcrowded living conditions. A is giving a response.

Useful expressions
Making complaints
• I'm afraid I have a complaint to make ...
• Excuse me, I want to complain about ...
• I'm afraid there's a problem with/about ...
• I'm sorry to say this, but ...
• I'm angry about ...
Positive response to complaints
• I'm so sorry, but this will never occur/ happen again.
• I'm sorry. We promise never to make the same mistake again.
Negative response to complaints
• Sorry, there is nothing we can do about it.
• I'm afraid, there isn't much we can do about it.

Suggested answers:

1.

A: Excuse me, I want to complain about the traffic jams in our area. They are getting worse and worse. Many people still use their private vehicles, so it is very crowded during rush hour.

B: I'm so sorry to hear that people are still experiencing traffic jams. I can assure you that we're working on this problem. We're building new roads and modernising public bus services. Hopefully, more residents will start using public transport.

2.

B: Excuse me, I'm sorry to say this, but our city is getting more and more crowded. Many families with children live in very small homes, which is not just uncomfortable, but can lead to mental health problems.

A: I'm afraid this is a problem in many cities in our country. That is why the government is doing everything possible to provide more affordable and bigger homes in urban areas.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

CULTURE/CLIL

URBANISATION IN MALAYSIA AND AUSTRALIA

ACTIVITY 1

Aim: To help Ss understand urbanisation in Malaysia and Australia.

- Ask Ss to look at the two pictures and ask some questions to find out what they already know about urbanisation in Malaysia and Australia, e.g. *Is Australia urbanised?* (Yes, it's one of the most urbanised nations.) *How urbanised is Malaysia?* (very urbanised) *When did urbanisation start in Malaysia/Australia? What are the main cities in Malaysia/Australia?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What is the percentage of the urban population in Malaysia/Australia? Why does Australia have a small population? Has urbanisation caused any problems in the two countries?*
- Put Ss into pairs. Ask them to read the text about urbanisation in Malaysia and Australia, and then complete the table. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on Ss to write the information on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key:

1. At the end of the 19th century
2. Around 26 per cent
3. Gradual growth
4. One of the most urbanised countries in Southeast Asia
5. Almost 90 per cent

ACTIVITY 2

Aim: To help Ss relate what they have learnt about urbanisation in Malaysia and Australia to their own country.

- Have Ss recap what they have learnt about urbanisation in Malaysia and Australia.
- In weaker classes, brainstorm some ideas by asking the questions.
- Put Ss in groups and have them compare Viet Nam's urbanisation with that in Malaysia and / or in Australia.
- Walk round the class to offer help if necessary.
- Invite some groups to share their comparisons with the class.

Culture/CLIL

1 **Read the text and complete the table.**

URBANISATION IN MALAYSIA AND AUSTRALIA

Urbanisation in Malaysia started in the early 1970s. At that time, only around 26 per cent of the population lived in urban areas. After a period of rapid growth, the urban and rural populations were almost equal in the early 1990s. Since then, the urbanisation rate has continued to increase gradually. The urban population, for example, rose from 66 per cent in 2004 to 74 per cent in 2014.

At present, Malaysia is known as one of the most urbanised countries in Southeast Asia. It is also one of the most rapidly urbanised regions around the world. According to the latest statistics, over 77 per cent of Malaysia's total population now live in urban areas and cities.

Australia is an interesting example of early urbanisation, which started at the end of the 19th century. At that time, over 60 per cent of the population lived in urban areas. Since then, it has maintained a gradual growth. This was also due to the country's immigration policy, which encouraged people to settle in its coastal, urban areas.

Australia is now one of the most urbanised countries in the world, with almost 90 per cent of the population living in urban areas. The two largest cities of Australia, Sydney and Melbourne, are home to over 40 per cent of the country's population.

	Urbanisation in Malaysia	Urbanisation in Australia
Started	In the early 1970s	(1) _____
Urban population when urbanisation started	(2) _____	Over 60 per cent
Urban population growth	Rapid growth	(3) _____
At present	(4) _____	One of the most urbanised countries in the world
Current urban population	Over 77 per cent	(5) _____

2 **Work in groups. Compare urbanisation in Viet Nam with that in Malaysia and/or Australia. Use the information in Writing and Culture/CLIL and the questions below to help you.**

- Was the proportion of urban population in Viet Nam higher or lower than that in Malaysia/Australia in the 1970s?
- Which country has a faster urbanisation rate?
- Which one is more urbanised?
- What is the overall trend in urbanisation in each country?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested answer:

In the 1970s, the proportion of the urban population in Viet Nam was lower than that in Malaysia by around 10 per cent. Compared to Australia, the figure was almost 10 times smaller. Since the 1970s, in both Viet Nam and Malaysia, urbanisation has been increasing, but in Malaysia, the rate is faster. At present, about 40 per cent of Viet Nam's population lives in urban areas, while more than 77 per cent of Malaysia's and almost 90 per cent of Australia's population live in urban areas. Australia is one of the most urbanised countries in the world while Malaysia is the most urbanised country in Southeast Asia.

Extension: In stronger classes, have Ss compare urbanisation in Viet Nam with other countries in Southeast Asia. Elicit what Ss have learnt in their geography classes about the region and write the urban population percentages, e.g. Singapore (100%), Indonesia (57%), Thailand (51%), Philippines (47%), Cambodia (24%). Put Ss in groups and have them choose a country and compare it with Viet Nam.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

PRONUNCIATION

Aim: To help Ss revise unstressed words in sentences.

- Have Ss read the sentences and check understanding. In weaker classes, remind Ss that in connected speech not all words are stressed and elicit parts of speech that are unstressed.
- Ask Ss to listen and underline the unstressed words in each sentence.
- Check answers as a class by asking Ss to write the words they underlined on the board.
- Have Ss practise reading the sentences out loud in pairs, paying close attention to the unstressed words. If necessary, play the recording again for Ss to listen and repeat.
- Ask several Ss to read the sentences out loud in front of the class.

VIII LOOKING BACK

Pronunciation

30 **Listen and underline the unstressed words in the following sentences. Then practise saying the sentences in pairs.**

1. There are more than fifty new skyscrapers in the city.
2. People can get around easily by the new metro instead of getting stuck in traffic jams.
3. Many young people go to big cities looking for better job opportunities and higher salaries.
4. There have been a lot of changes in my home town, and most of them have been welcomed by residents.

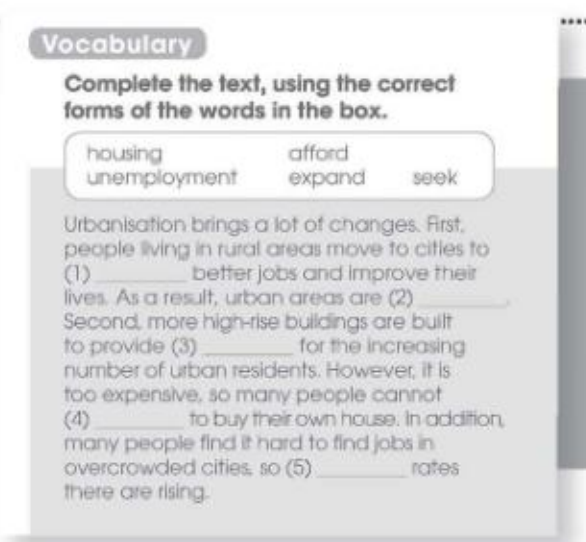
Key + Audio script – Track 30:

1. There are more than fifty new skyscrapers in the city.
2. People can get around easily by the new metro instead of getting stuck in traffic jams.
3. Many young people go to big cities looking for better job opportunities and higher salaries.
4. There have been a lot of changes in my home town, and most of them have been welcomed by residents.

VOCABULARY

Aim: To help Ss review words they have learnt in the unit.

- Ask Ss to read the text to get a general idea.
- Tell Ss to study the context clues carefully and decide on the correct word for each gap.



Vocabulary

Complete the text, using the correct forms of the words in the box.

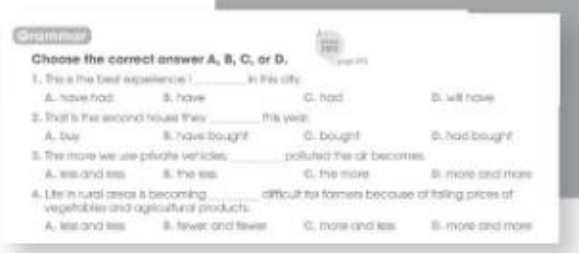
housing	afford	
unemployment	expand	seek

Urbanisation brings a lot of changes. First, people living in rural areas move to cities to (1) _____ better jobs and improve their lives. As a result, urban areas are (2) _____. Second, more high-rise buildings are built to provide (3) _____ for the increasing number of urban residents. However, it is too expensive, so many people cannot (4) _____ to buy their own house. In addition, many people find it hard to find jobs in overcrowded cities, so (5) _____ rates there are rising.

- Ask Ss to complete the activity individually.
- Have Ss check their answers in pairs.
- Check answers as a class by asking individual Ss to read the text.

Key: 1. seek 2. expanding 3. housing
4. afford 5. unemployment

GRAMMAR


Grammar

Choose the correct answer A, B, C, or D.

1. This is the best experience I _____ in this city.
A. have had B. have C. had D. will have

2. That's the second house they _____ this year.
A. buy B. have bought C. bought D. had bought

3. The more we use private vehicles, _____ polluted the air becomes.
A. less and less B. the less C. the more D. more and more

4. Life in rural areas is becoming _____ difficult for farmers because of falling prices of vegetables and agricultural products.
A. less and less B. fewer and fewer C. more and less D. more and more

Aim: To help Ss review the present perfect and double comparatives to show change.

- Ask Ss to read each sentence and choose the correct option to complete it.
- Remind Ss to look for the grammar structures they practised in the unit, e.g. *This is the best … / This is the first time …, The more …, the more …*
- Have Ss compare their answers in pairs.
- Check answers as a class by asking individual Ss to read each sentence.

Exam tip: Grammar (MC cloze): Choosing the best answer to complete each sentence

1. Read the whole sentence and the answer choices.
2. Try to identify the grammar points that are tested in the sentence.
3. Eliminate any choices that are grammatically incorrect. The correct answer should be grammatically correct and form a meaningful sentence.

Key: 1. A 2. B 3. C 4. D

PROJECT

PROJECT

AN URBAN AREA

Work in groups. Do some research on a newly-created urban area in Viet Nam. Present your findings to the class.

Use these questions as cues for your presentation:

- Where is the place?
- What was it like in the past?
- How has it changed since urbanisation started?
- What are the positive and negative effects of urbanisation?

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of their research findings.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentations.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters concluded their talk appropriately.		
CONTENT: *The presentation includes the following information about an urban area in Viet Nam:*		
– where the place is		
– what the place was like in the past		
– how the place has changed since urbanisation started		
– the positive effects of urbanisation		
– the negative effects of urbanisation		
DESIGN / ORGANISATION:		
The presentation is well-organised and visually attractive.		
There are appropriate photos/pictures to illustrate their ideas/research findings/survey results.		
There are no spelling or grammar mistakes.		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I concluded my part of the talk appropriately.		
CONTENT: *The presentation includes the following information about an urban area in Viet Nam:*		
– where the place is		
– what the place was like in the past		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

– how the place has changed since urbanisation started		
– the positive effects of urbanisation		
– the negative effects of urbanisation		
DESIGN / ORGANISATION:		
The presentation is well-organised and visually attractive.		
There are appropriate photos/pictures to illustrate the ideas/research findings/survey results.		
There are no spelling or grammar mistakes.		
Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas to provide further practice later.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit

5 THE WORLD OF WORK

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and pronounce stressed auxiliary and modal verbs in connected speech;
- understand and use words related to work;
- use simple, compound, and complex sentences correctly;
- read for main ideas, specific information and inference in job advertisements;
- give opinions about different jobs;
- listen for main ideas and specific information in a phone conversation about a job vacancy;
- write a job application letter;
- express anxiety and respond to it;
- recognise some unusual jobs around the world;
- do research on suitable part-time jobs for students and present the information to the class.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

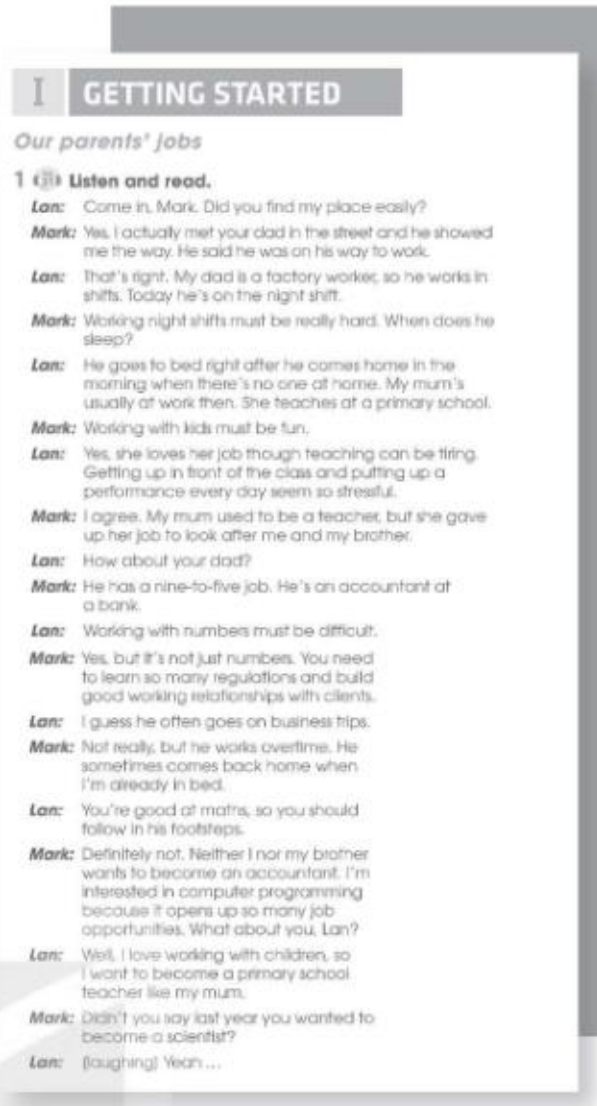
- Review the previous unit and revise some of the target words Ss have learnt by having them play the game of *Hot potato*. Bring a ball to class. Have Ss stand in a circle or two rows facing each other and set a time limit for the game. Throw the ball to one student and have him/her call out one target word or phrase from Unit 4. He/She then throws the ball to another student, who has to say another target word. Explain to Ss that the ball is considered as a 'hot potato' so they cannot hold it for too long. The game continues until the time is up or all Ss have had a chance to say a word or phrase.
- Lead into the unit topic. Write the unit title *The World of Work* on the board. Ask Ss to guess what they are going to learn about in this unit. Accept all reasonable answers.
- Then ask Ss to open their books at page 60. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture/CLIL topics, and the project.

OUR PARENTS' JOBS

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar point to be learnt in the unit.

- Put Ss into groups. Draw a mind map on the board and write *The World of Work* in the middle. Have groups brainstorm as many aspects of the topic as possible, e.g. types of jobs, features of different jobs, adjectives to describe jobs. Set a time limit for Ss to do the brainstorming.
- Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort.
- Ask Ss to look at the picture, the heading and the conversation, and elicit the context of the conversation by asking some questions, e.g. *Where are the people in the pictures? What do they do?/What are their jobs?*
- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to jobs and paid work while they are listening and reading.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- Ask pairs of Ss to read the conversation aloud.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Ask two or three pairs of Ss to read the conversation aloud.



I GETTING STARTED

Our parents' jobs

1 **Listen and read.**

Lan: Come in, Mark. Did you find my place easily?

Mark: Yes, I actually met your dad in the street and he showed me the way. He said he was on his way to work.

Lan: That's right. My dad is a factory worker, so he works in shifts. Today he's on the night shift.

Mark: Working night shifts must be really hard. When does he sleep?

Lan: He goes to bed right after he comes home in the morning when there's no one at home. My mum's usually at work then. She teaches at a primary school.

Mark: Working with kids must be fun.

Lan: Yes, she loves her job though teaching can be tiring. Getting up in front of the class and putting up a performance every day seem so stressful.

Mark: I agree. My mum used to be a teacher, but she gave up her job to look after me and my brother.

Lan: How about your dad?

Mark: He has a nine-to-five job. He's an accountant at a bank.

Lan: Working with numbers must be difficult.

Mark: Yes, but it's not just numbers. You need to learn so many regulations and build good working relationships with clients.

Lan: I guess he often goes on business trips.

Mark: Not really, but he works overtime. He sometimes comes back home when I'm already in bed.

Lan: You're good at maths, so you should follow in his footsteps.

Mark: Definitely not. Neither I nor my brother wants to become an accountant. I'm interested in computer programming because it opens up so many job opportunities. What about you, Lan?

Lan: Well, I love working with children, so I want to become a primary school teacher like my mum.

Mark: Didn't you say last year you wanted to become a scientist?

Lan: (laughing) Yeah ...

Audio script – Track 31:

Lan: Come in, Mark. Did you find my place easily?

Mark: Yes, I actually met your dad in the street and he showed me the way. He said he was on his way to work.

Lan: That's right. My dad is a factory worker, so he works in shifts. Today he's on the night shift.

Mark: Working night shifts must be really hard. When does he sleep?

Lan: He goes to bed right after he comes home in the morning when there's no one at home. My mum's usually at work then. She teaches at a primary school.

Mark: Working with kids must be fun.

Lan: Yes, she loves her job though teaching can be tiring. Getting up in front of the class and putting up a performance every day seem so stressful.

Mark: I agree. My mum used to be a teacher, but she gave up her job to look after me and my brother.

Lan: How about your dad?

Mark: He has a nine-to-five job. He's an accountant at a bank.

Lan: Working with numbers must be difficult.

Mark: Yes, but it's not just numbers. You need to learn so many regulations and build good working relationships with clients.

Lan: I guess he often goes on business trips.

Mark: Not really, but he works overtime. He sometimes comes back home when I'm already in bed.

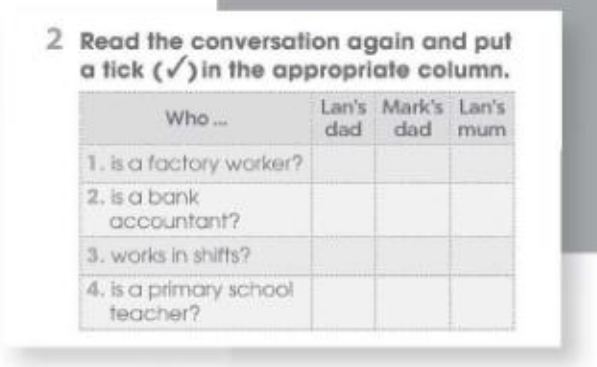
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Lan: You're good at maths, so you should follow in his footsteps.
Mark: Definitely not. Neither I nor my brother wants to become an accountant. I'm interested in computer programming because it opens up so many job opportunities. What about you, Lan?
Lan: Well, I love working with children, so I want to become a primary school teacher like my mum.
Mark: Didn't you say last year you wanted to become a scientist?
Lan: [laughing] Yeah …

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Put Ss in pairs. Ask them to read the information in the box carefully and decide which piece of information refers to Lan's dad, Mark's dad and Lan's mum. In stronger classes, encourage Ss to complete the task without looking back at the conversation.
- Have them read the conversation again and locate the part of the conversation that has the information for each of the questions.
- Have Ss share their answers with the class.
- Confirm the correct answers.


2 **Read the conversation again and put a tick (✓) in the appropriate column.**

Who ...	Lan's dad	Mark's dad	Lan's mum
1. is a factory worker?			
2. is a bank accountant?			
3. works in shifts?			
4. is a primary school teacher?			

Key:

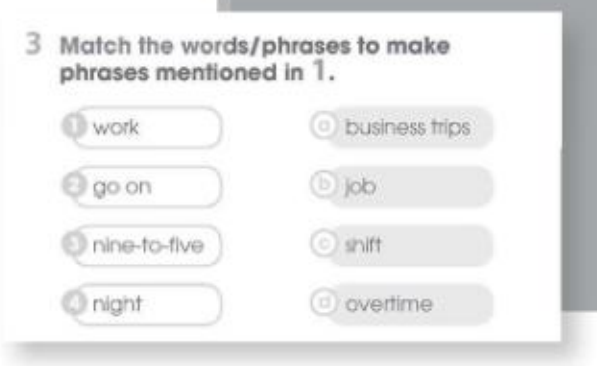
Who ...	Lan's dad	Mark's dad	Lan's mum
1. is a factory worker?	✓		
2. is a bank accountant?		✓	
3. works in shifts?	✓		
4. is a primary school teacher?			✓

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Where did Mark meet Lan's dad? Where was Lan's dad going? Who used to be a teacher? Why did she give up her job? Who works overtime?*

ACTIVITY 3

Aim: To introduce collocations to describe jobs.

- Check Ss' understanding of the individual words in each column.
- Have Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching.
- To check answers, write the individual words on the board and have Ss come to the board to match them.
- Alternatively, have one student read the words/phrases in column A and another one say the words/phrases in column B that go with them.


3 **Match the words/phrases to make phrases mentioned in 1.**

1 work	a business trips
2 go on	b job
3 nine-to-five	c shift
4 night	d overtime

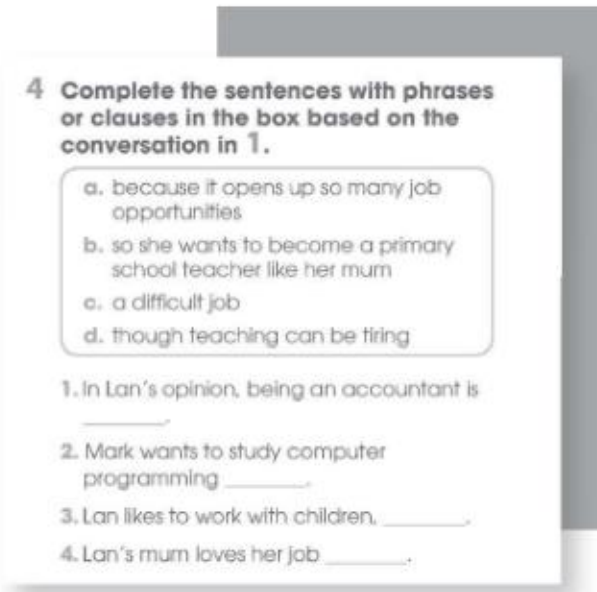
Key: 1. d 2. a 3. b 4. c

Extension: Put Ss in groups and have them come up with other collocations with the items, e.g. *work – work hard, work on a project, work long hours, work in / shifts, work the day / night shift, work for a company, work in education, work as a teacher.* In stronger classes, ask Ss to make sentences with the new collocations.

ACTIVITY 4

Aim: To help Ss identify simple, compound and complex sentences.

- Have Ss read the phrases in the box and the incomplete sentences. Check understanding.
- In stronger classes, ask Ss to complete the sentences without referring to the word box.
- In weaker classes, encourage Ss to read the conversation again and find the paraphrased sentences.
- Check answers by calling on individual Ss to read the complete sentences.
- Elicit from Ss the types of sentences: simple, compound and complex sentences. Tell Ss that they will revise the three types in this unit.



4 Complete the sentences with phrases or clauses in the box based on the conversation in 1.

a. because it opens up so many job opportunities
b. so she wants to become a primary school teacher like her mum
c. a difficult job
d. though teaching can be tiring

1. In Lan's opinion, being an accountant is _____.
2. Mark wants to study computer programming _____.
3. Lan likes to work with children, _____.
4. Lan's mum loves her job _____.

Key: 1. c 2. a 3. b 4. d

Extension: Put Ss in groups and have them read through the conversation and work out what type each sentence is, e.g. *Did you find my place easily?* (simple) *Yes, I actually met your dad in the street and he showed me the way.* (compound) In weaker classes, read out each sentence and elicit the type.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 5, the **Project** section, look at the title and say what the topic of the project is (*Student part-time jobs*).
- Explain the project requirements: Ss will have to come up with suitable and useful part-time jobs for students and give a presentation about them. Ss can also interview their classmates to find out popular jobs among students. Their presentation should cover the questions listed in the **Project** section. Encourage Ss to use graphic organisers to present their information and include other suitable visuals.
- Suggest some steps Ss can follow: 1) Collecting information by searching the Internet, interviewing classmates, brainstorming ideas, etc.; 2) Organising the information and visuals, and creating their presentation slides and/or scripts; 3) Practising presenting and answering questions about the content.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

PRONUNCIATION

STRESSING AUXILIARY AND MODAL VERBS

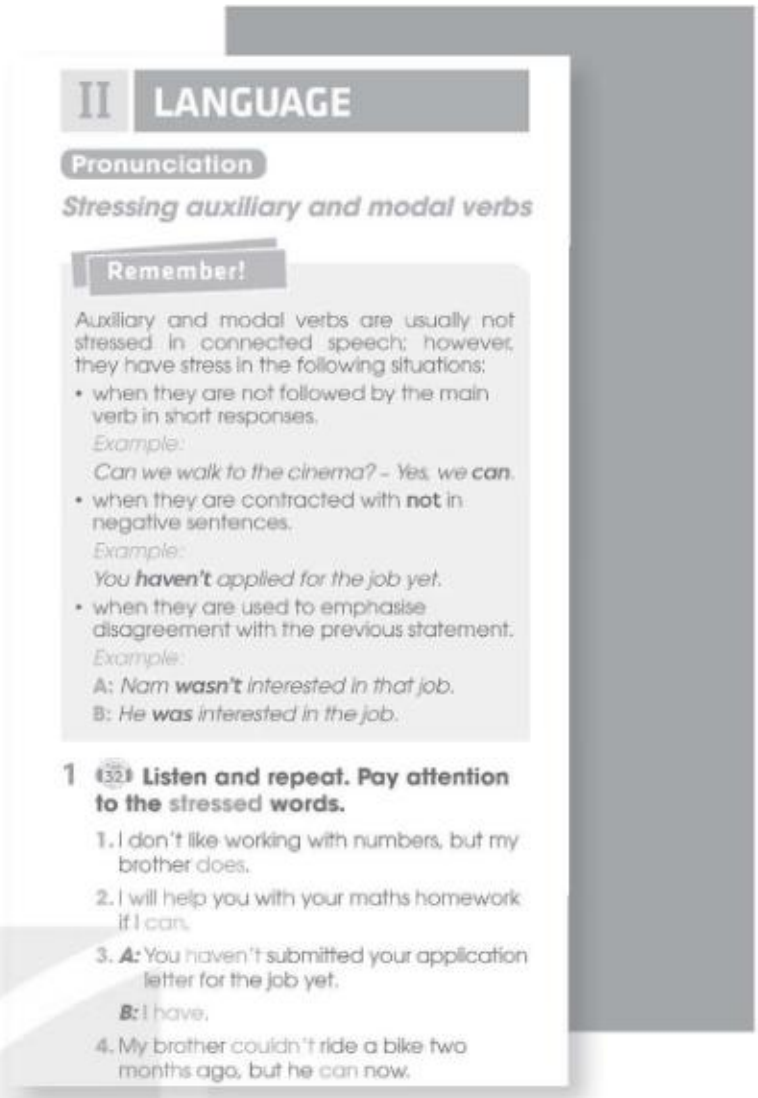
ACTIVITY 1

Aim: To help Ss recognise stressed auxiliary and modal verbs.

- Remind Ss of the pronunciation topic in the previous unit and elicit the parts of speech that are usually not stressed, e.g. prepositions, articles, auxiliary and modal verbs. Ask a general question, e.g. *Did we learn about unstressed words in Unit 4?* and have the class reply, e.g. *Yes, we did.* Repeat their answer and ask, *Did you stress the auxiliary verb*? to elicit that there are some exceptions.
- Ask Ss to read the explanations and examples in the **Remember!** box and check understanding.
- Play the recording and ask Ss to listen and repeat. Tell them to pay attention to the stressed auxiliary and modal verbs. Ask Ss to practise reading the sentences aloud in pairs.

Audio script – Track 32:

1. I don't like working with numbers, but my brother **does**.
2. I will help you with your maths homework if I **can**.
3. ***A:*** You **haven't** submitted your application letter for the job yet.
   B: I **have**.
4. My brother **couldn't** ride a bike two months ago, but he **can** now.



II LANGUAGE

Pronunciation

Stressing auxiliary and modal verbs

Remember!

Auxiliary and modal verbs are usually not stressed in connected speech; however, they have stress in the following situations:

- when they are not followed by the main verb in short responses.
  Example:
  Can we walk to the cinema? – Yes, we ***can****.*
- when they are contracted with **not** in negative sentences.
  Example:
  You ***haven't*** *applied for the job yet.*
- when they are used to emphasise disagreement with the previous statement.
  Example:
  A: *Nam* ***wasn't*** *interested in that job.*
  B: *He* ***was*** *interested in the job.*

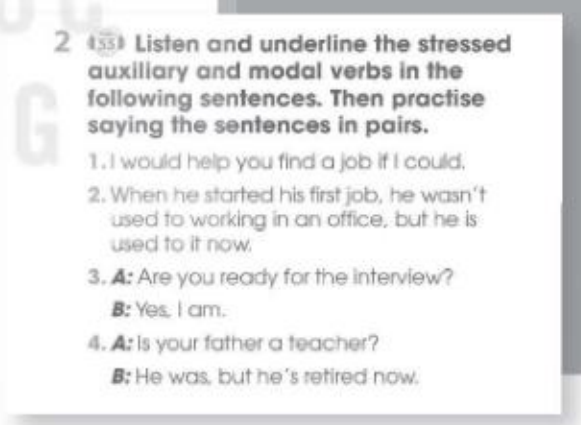
1 (32) **Listen and repeat. Pay attention to the stressed words.**

1. I don't like working with numbers, but my brother does.
2. I will help you with your maths homework if I can.
3. ***A:*** You haven't submitted your application letter for the job yet.
   B: I have.
4. My brother couldn't ride a bike two months ago, but he can now.

ACTIVITY 2

Aim: To help Ss recognise and practise stressed auxiliary and modal verbs.

- Ask Ss to read the sentences and underline the auxiliary and modal verbs that are stressed.
- Play the recording and have Ss listen and check their answers.
- Play the recording again, pausing after each sentence, for Ss to repeat.
- Put Ss in pairs and have them practise reading the sentences to each other.



2 (33) **Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs.**

1. I would help you find a job if I could.
2. When he started his first job, he wasn't used to working in an office, but he is used to it now.
3. ***A:*** Are you ready for the interview?
   B: Yes, I am.
4. ***A:*** Is your father a teacher?
   B: He was, but he's retired now.

Key + Audio script – Track 33:

1. I would help you find a job if I could.
2. When he started his first job, he wasn't used to working in an office, but he is used to it now.
3. *A:* Are you ready for the interview?
   B: Yes, I am.
4. *A:* Is your father a teacher?
   B: He was, but he's retired now.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: Put Ss in pairs and have them take turns asking and answering *Yes/No* questions. Demonstrate with a student, e.g. *Are you a student? – Yes, I am. Have you been to New York? – No, I haven't.* Remind them to stress the auxiliary or modal verb in the short answer and any negative forms.

VOCABULARY

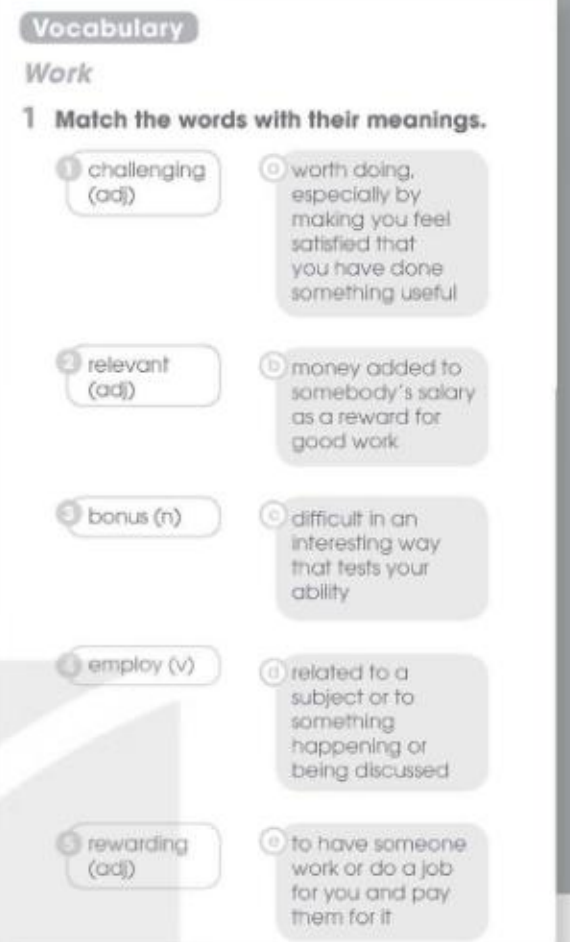
WORK

ACTIVITY 1

Aim: To introduce words related to work.

- Ask Ss to work in pairs. Ask them to read the words and match them with their corresponding meanings.
- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.
- Have Ss practise vocabulary building skills by thinking of words or phrases associated with the five items in this activity. Put Ss in pairs or groups. Provide some examples for Ss' reference, e.g. *challenging – hard, demanding, difficult, not easy.*

Key: 1. c 2. d 3. b 4. e 5. a


Vocabulary

Work

1 **Match the words with their meanings.**

1 challenging (adj)	a worth doing, especially by making you feel satisfied that you have done something useful
2 relevant (adj)	b money added to somebody's salary as a reward for good work
3 bonus (n)	c difficult in an interesting way that tests your ability
4 employ (v)	d related to a subject or to something happening or being discussed
5 rewarding (adj)	e to have someone work or do a job for you and pay them for it

2 **Complete the sentences with the words in 1.**

1. The company has to _____ more workers to meet the production targets.
2. Peter wants to become a pilot although he knows it is a _____ job.
3. Workers will receive a generous _____ if they achieve their performance goals.
4. Consider completing your course before you apply for this job because it will require _____ qualifications.
5. Working as a babysitter could be a _____ experience if you enjoy working with children.

ACTIVITY 2

Aim: To help Ss practise using the words in **1** in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences and decide which word in **1** can be used to complete each sentence. Explain that they should use the context clues to decide on the word, e.g. *In the first sentence, the gapped word must be a verb, so the answer must be 'employ'.*
- Check answers as a class. Have Ss call out the word they have used in each sentence first.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word by referring to the context clues.
- Ask individual Ss to read the complete sentences.

Key: 1. employ 2. challenging 3. bonus 4. relevant 5. rewarding

Extension: Write the five words on the board. Invite individual Ss to add other topic-related words they have learnt from **Getting Started**. Make sure there are about 15 words. Have Ss study them for half a minute, then turn away. Erase one word from the board. Have Ss turn back and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.

GRAMMAR

SIMPLE, COMPOUND, AND COMPLEX SENTENCES (review and extension)

ACTIVITY 1

Aim: To help Ss review simple, compound, and complex sentences.

Grammar

Simple, compound, and complex sentences (review and extension)

Remember!

- A simple sentence includes one independent clause.
  Example:
  My brother didn't apply for the job.
- A compound sentence contains at least two or more independent clauses joined by a coordinating conjunction such as *and, but, or, nor, yet, so*, a correlative conjunction such as *not only ... but also*, or a conjunctive adverb such as *as a result, moreover, in fact, on the other hand.*
  Example:
  *My brother didn't apply for the job, **but** he was offered an apprenticeship.*
  *Being a nurse is a very tiring job; **moreover**, you don't earn a high salary.*
- A complex sentence contains one independent clause and at least one dependent clause joined by a subordinating conjunction such as *when, while, because, although, if, so that.*
  Example:
  ***When** I was younger, I wanted to become a driver.*
  ***Because** my brother is often late for work, he is never promoted.*

1 **Combine the following simple sentences, using the words in brackets.**

1. He left school with no academic qualifications. He found a well-paid job. (although)
   → _____
2. People learn English well. They will have a better chance of getting a job. (if)
   → _____
3. This job requires good language skills. It also requires communication skills. (not only ... but also)
   → _____
4. My dad attended a cooking course. He can open his own restaurant. (so that)
   → _____

- Tell Ss to read the explanations and examples in the **Remember!** box. Check understanding by asking questions about the number of clauses in the sentences and the use of conjunctions.
- In weaker classes, give more examples to make sure Ss understand the difference between the sentence structures, e.g. *My sister is very smart.* (simple) *My sister is very smart, but she doesn't want to go to university.* (compound) *Although my sister is very smart, she doesn't want to go to university.* (complex)
- In stronger classes, have Ss come up with their own example sentences.
- Ask Ss to work in pairs or individually to combine the simple sentences by using the words in brackets.
- Check answers as a class and ask Ss to explain the sentence structure of the new sentences.

Key:

1. Although he left school with no academic qualifications, he found a well-paid job./He found a well-paid job although he left school with no academic qualifications.
2. If people learn English well, they will have a better chance of getting a job./ People will have a better chance of getting a job if they learn English well.
3. This job requires not only good language skills but also communication skills.
4. My dad attended a cooking course so that he can open his own restaurant.

ACTIVITY 2

Aim: To help Ss practise using simple, compound and complex sentences in a speaking activity.

2 **Work in pairs. Add more clauses to the following sentences to make compound or complex sentences.**

I want to become a doctor.

I admire teachers.

There are jobs that no longer exist.

Some jobs will be done by robots in the future.

Example:

I want to become a doctor **because** I want to help sick people.

Although my grades are not very good, I want to become a doctor.

- Have Ss read the instructions and the examples, and make sure they all understand what they have to do. In weaker classes, give Ss more examples by adding other clauses to the first simple sentence.
- Read the other simple sentences and check Ss' understanding.
- Put Ss in pairs and have them make their compound and complex sentences by adding clauses to the simple sentences.
- In stronger classes, explain that there are also compound-complex sentences containing both independent and dependent clauses, e.g. *Although my sister didn't want to work part-time, she found a summer job and she enjoyed it very much.*
- Invite some Ss to share their sentences with the class.

Suggested answers:

- I admire teachers **and** I also admire medical doctors.
  I admire teachers, **but** I don't want to be a teacher.
  I admire teachers **because** they help students succeed in life.
  Not only do I admire teachers, **but** I **also** want to become a teacher.
- **Since** there are jobs that no longer exist, we need to carefully plan our future careers.
  There are jobs that no longer exist, **but** there are many new jobs.
  There are jobs that no longer exist **because** people don't need these functions any more.
- Some jobs will be done by robots in the future, **so** human workers will compete with robots.
  As AI technologies develop, some jobs will be done by robots in the future.
  Although some jobs will be done by robots in the future, there will always be work for humans.

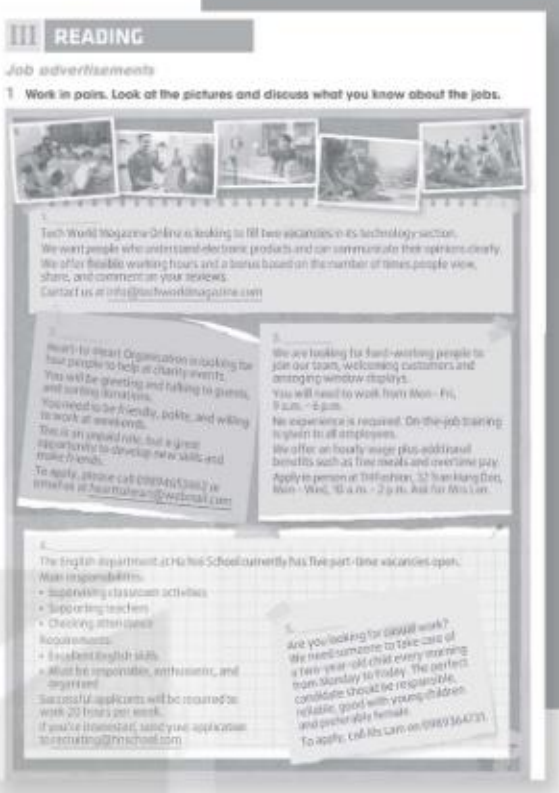
Extension: Put Ss in groups and have each group come up with a simple sentence. Ask them to write it on a piece of paper. Have groups swap their sentences. Each group then writes compound and complex sentences by adding clauses to their new simple sentence. Set a time limit of five minutes. Then ask groups to read their sentences. Give a point to each correct one. The winner is the group with most points.

LESSON 3. READING

JOB ADVERTISEMENTS

ACTIVITY 1. Pre-reading

Aim: To activate Ss' prior knowledge about the topic and get Ss involved in the lesson.


III READING

Job advertisements

1 Work in pairs. Look at the pictures and discuss what you know about the jobs.

- Have Ss look at the pictures and ask questions such as *What do you see in the picture? What do they do? Do you like to do these jobs?*
- Elicit that these are advertisements for common student jobs that are most popular with secondary school students.
- In stronger classes, ask Ss to brainstorm other jobs that are popular among secondary school students, especially during their holiday.

Suggested answer:

In the first picture, I can see a kindergarten teacher working with young students. I think this job involves teaching basic skills such as the alphabet, reading and numeracy. It's a demanding job as children require a lot of attention.

The second picture shows a shop assistant giving some shopping bags to someone who has bought something in a shop. This job requires good communication skills and knowledge of the items sold in the shop.

The third picture shows a social media influencer or someone who creates online content. This job requires good presentation skills and creativity. The person should also be able to use a camera and edit videos.

The fourth picture shows a babysitter who looks after a young child. Babysitters need to have basic first-aid skills and what children need at certain ages.

The last picture shows a group of young people cleaning up an area and planting trees. They look like volunteers working for the community. Volunteers are selfless people who work with no payment to help the environment and other people, or promote other causes.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meanings of words / phrases from context.

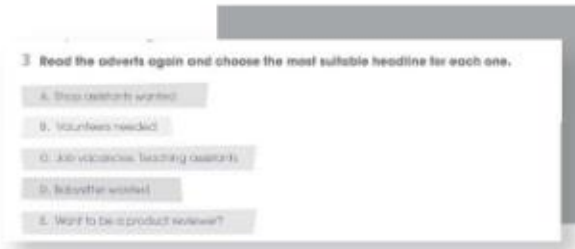
2 Read the adverts and choose the correct meanings of the highlighted words and phrase.

1. vacancies
   A. jobs which are available for someone to do
   B. all the jobs in a company
3. flexible
   A. able to change quickly according to the situation
   B. able to stick to the chosen job
5. reviews
   A. articles expressing opinions about new products, books, films, etc.
   B. the act of reading materials to prepare for an exam
4. on-the-job training
   A. the work experience you need to get a job
   B. teaching employees how to do a job at their workplace
5. casual
   A. not regular, for a short period of time
   B. permanent, long-term

- Ask Ss to read the adverts once to get an overall idea.
- Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning.
- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.

- Have Ss discuss the context clues and compare answers in small groups.
- Check answers as a class by inviting Ss to write them on the board.

Key: 1. A 2. A 3. A 4. B 5. A



ACTIVITY 3. While-reading

Aim: To help Ss practise reading for main ideas.

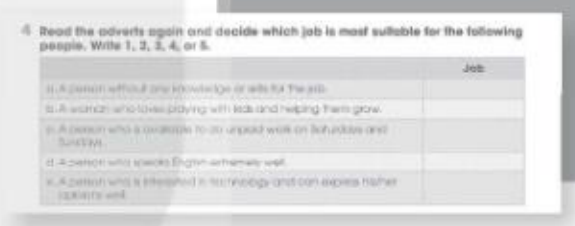
- Ask Ss to read the five headlines and check understanding. Elicit that each of the job adverts has a headline, which is usually a catchy job title that can pull in potential jobseekers.
- Have Ss read each advertisement carefully looking for clues about the position it advertises, e.g. 1. *The phrases 'understand electronic products' and 'your reviews' suggest a product reviewer's job (headline E).*
- Check answers as a class. Write them on the board.

Key: 1. E 2. B 3. A 4. C 5. D

Extension: Put Ss in groups. Have each group choose a job advert and come up with questions to ask at a job interview for that job, e.g. product reviewer: *Is this a new position? Are there any training programmes available? What kind of electronic products will the product reviewers be reviewing?*

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for inference.

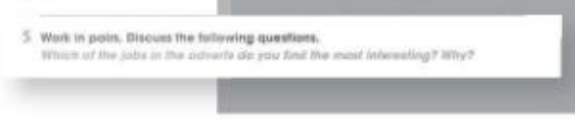


- Point to the first advert and ask what kind of skills job applicants should have, e.g. *good writing skills and understanding of technology*. Explain that Ss are going to read the descriptions of five job applicants and decide which job each of them should apply for.
- Have Ss read the descriptions and check understanding.
- Have Ss read the advertisements again and complete the activity individually.
- Check answers as a class. Call on some Ss to explain their answers.

Key: a. 3 b. 5 c. 2 d. 4 e. 1

ACTIVITY 5. Post-reading

Aim: To help Ss use the ideas and language in the reading to express opinions and give reasons.



- Ask Ss to recap the five jobs quickly. Ask questions such as *Do you think you would enjoy working as a product reviewer? What is it like to be a shop assistant? Is this an interesting job?*
- Put Ss in pairs. Have them discuss the questions and note down their answers. Encourage them to support their opinions with as many reasons as possible.
- Invite Ss from different pairs to share their opinions with the class.

Suggested answers:

I find the teaching assistant job the most interesting because it will give me the opportunity to improve my English skills. It will be exciting to supervise classroom activities and help teachers plan their lessons. It will also be a great job to list on my CV.

I find the shop assistant job the most interesting because I will have a chance to meet many different people. It will also be great fun to arrange shop window displays. I would also enjoy additional benefits such as free meals and overtime pay.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: Put Ss in pairs. Have each pair choose a job and role-play a job interview between a recruiter and an applicant for the job. If time allows, have Ss swap roles. Invite some pairs to role-play the job interviews in front of the class.

LESSON 4. SPEAKING

GIVING OPINIONS ABOUT DIFFERENT JOBS

Learning outcome: By the end of the lesson, Ss will be able to describe jobs and express opinions about them.

ACTIVITY 1

Aim: To introduce more ideas for the main speaking task and get Ss involved in the lesson.

IV SPEAKING

Giving opinions about different jobs

1 Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you.

boring challenging demanding exciting important
lonely repetitive rewarding stressful tiring

Jobs	Main responsibilities	Adjectives
Teaching assistant	supervising classroom activities, supporting teachers, and checking attendance	rewarding, interesting, fun
Event volunteer	greeting and talking to guests, and sorting donations	
Product reviewer	testing products and writing reviews of them	
Shop assistant	welcoming customers, arranging window displays, and selling goods	
Babysitter	looking after children while parents are away, playing with them, keeping them safe, and feeding them	

- Elicit the jobs Ss learnt about in the **Reading** section. Then focus their attention on the table and find the jobs there. Ask Ss to read the main responsibilities and check understanding.
- Have Ss look at the adjectives used to describe the teaching assistant job in the third column. Ask them if they agree with them. Encourage them to add more adjectives and explain their choice, e.g. *I think the teaching assistant job can be stressful because he or she may have to deal with difficult students.*
- Focus Ss' attention on the adjectives in the word box. In weaker classes, explain any adjectives Ss may find difficult to understand.
- Have Ss complete the table. Explain that they can repeat the adjectives. Encourage them to think about the reasons for their choice of adjectives.
- Check answers as a class by calling on Ss to describe the jobs and explain their answers.

Suggested answer:

Teaching assistant: *rewarding, important, stressful,* etc.

Event volunteer: *demanding, rewarding, tiring,* etc.

Product reviewer: *challenging, exciting, demanding,* etc.

Shop assistant: *stressful, tiring, repetitive,* etc.

Babysitter: *repetitive, stressful, demanding,* etc.

ACTIVITY 2

Aim: To give Ss an opportunity to describe jobs and express opinions.

2 Work in pairs. Talk about the jobs in 1 using the objectives. Compare your answers and explain your opinions and feelings.

Example

A: I think working as a teaching assistant is a very rewarding job. I can help students who have questions or need encouragement during the lesson.

B: I agree, but it seems like a challenging job. You'll have to be patient and explain the same thing over and over again. It can get very repetitive. Personally, I'd rather be an event volunteer.

A: Why? You won't even get paid for that.

B: I know, but I'll meet interesting people and learn important skills like communication and time management. Besides, volunteer experience can help me find a better job later on.

A: Oh, I get it.

- Put Ss in pairs and have them read the example conversation. Ask questions to check understanding, e.g. *Why does Student A think that working as a teaching assistant is a very rewarding job? What job would Student B prefer?*
- Have Ss discuss the jobs and express their opinions and preferences. Remind Ss to use the communication strategies for conversations and discussions (Appendix 1).
- In weaker classes, underline words in the example that Ss can replace with their own ideas.
- Walk round the class and provide help if necessary.

Suggested answer:

A: I think working as a product reviewer is very demanding because I need to have technical skills such as understanding technology, writing scripts, and explaining products to people.

B: Some product reviewers present products in front of a camera, so you may need acting skills as well. If your videos are watched by thousands of viewers, you may become famous.

A: Even a few minutes of video footage requires a lot of work. I'd rather work as a shop assistant. It's a tiring job, but not very demanding.

B: I see …

Extension: Put Ss in pairs and have them play a guessing game. Ss take turns describing a job while their partner is trying to guess the job, e.g. *This job involves playing with small children.* (babysitter) In stronger classes, have Ss describe other jobs, e.g. *This person repairs car engines and other machines.* (mechanic)

ACTIVITY 3

Aim: To give Ss an opportunity to discuss some jobs in groups and present their discussions to the class.

3 Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.
- Which is the most common adjective to describe each job in the table?
- Which job do most people in your group like/dislike?
- What are the most common reasons?

- Have Ss form groups by putting two or three pairs of Ss from **2** in a group. Have them share their job preferences and opinions.
- Focus on the questions. Have Ss answer them first in their groups, then share their answers with the class.

Suggested answer:

The most common adjective to describe a product reviewer is 'challenging' because it requires technical skills that we may not be good at. However, we also think that this challenge will test our ability to handle work pressures.

Most of the people in my group prefer the teaching assistant job because it adds value to our CVs. On the other hand, the least preferred job is being a babysitter because taking care of small children can be boring.

Extension: Put Ss in groups and have them choose a job. Then they should prepare a short presentation to persuade their classmates that this is the best job for them. It could include information about the salary, working hours, benefits, on-the-job training and other advantages. Invite some groups to present their job to the class.

LESSON 5. LISTENING

ENQUIRY ABOUT A JOB VACANCY

ACTIVITY 1. Pre-listening

Aim: To introduce words and phrases to help Ss understand the listening and get Ss involved in the lesson.

V LISTENING

Enquiry about a job vacancy

1 Choose the correct meanings of the underlined words and phrases.

1. I hope the job will not interfere with my performance at school.
   A. prevent something from succeeding
   B. try to influence a situation
2. The server was standing next to our table, ready to take our order.
   A. the way in which things are arranged
   B. a request for food or drinks in a restaurant
3. The man paid the bill and left the restaurant.
   A. a piece of paper that tells you how much you must pay
   B. a list of all the food and drinks you have had at a restaurant
4. She worked on tables at the local café to support herself at university.
   A. served food or drinks, especially to customers in a café or restaurant
   B. cleaned the tables in a café or restaurant

- Focus Ss' attention on the heading 'Enquiry about a job vacancy' and check Ss' understanding.
- Elicit what Ss know about the topic by asking questions, e.g. *Have you ever called any company or organisation to find out about a job posting? Why do jobseekers contact recruiters before they apply for a job? What do you think they want to know in advance?* In stronger classes, ask Ss to think of common questions that people ask when they enquire about job openings.

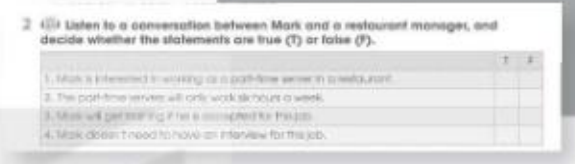
- Ask Ss to read the four sentences and answer options, and check understanding.
- Have Ss do the matching in pairs or individually.
- Check answers as a class.
- Tell Ss that they are going to listen to a phone conversation in which a secondary school student enquires about a vacancy. Ask Ss to guess the job based on the vocabulary they learnt in the activity, i.e. *restaurant staff or server / waiter / waitress*.

Key: 1. A 2. B 3. A 4. A

Extension: Put Ss in pairs and have them come up with words and phrases related to the job of a restaurant server, e.g. *describe the menu, take orders, offer suggestions, respond to concerns and requests, process payment, clean and set up tables, passionate about food, friendly, polite, patient*. In stronger classes, give groups additional jobs, not included in the lesson, and have them think of words and phrases related to them.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.


2 Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F).

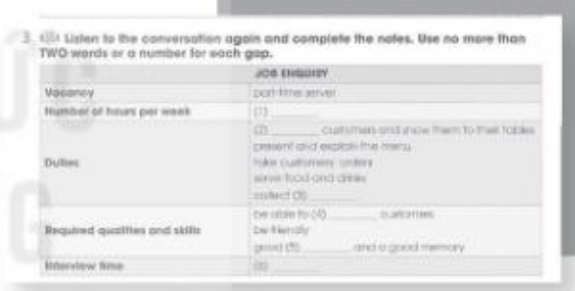
	T	F
1. Mark is interested in working as a part-time server in a restaurant.		
2. The part-time servers will only work six hours a week.		
3. Mark will get training if he is accepted for the job.		
4. Mark doesn't need to have an interview for this job.		

- Tell Ss that they're going to listen to a telephone conversation between Mark and the manager of Viet Organic Garden Restaurant.
- Have Ss read the statements and guess whether they are true or false. Elicit or explain any unfamiliar or difficult words.
- Play the recording and have Ss listen and do the activity.
- Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording.
- In weaker classes, play the recording again, pausing at the places where they can find the information.

Key: 1. T 2. F 3. T 4. F

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.


3 Listen to the conversation again and complete the notes. Use no more than TWO words or a number for each gap.

JOB ENQUIRY	
Vacancy	part-time server
Number of hours per week	(1) _____
Duties	(2) _____ customers and show them to their tables present and explain the menu take customers' orders serve food and drinks collect (3) _____
Required qualities and skills	be able to (4) _____ customers be friendly good (5) _____ and a good memory
Interview time	(6) _____

- Ask Ss to read the notes and check understanding.
- Encourage them to guess what part of speech might fit each gap.
- In stronger classes, have Ss complete the notes based on what they remember from the first listening.
- In weaker classes, play the recording for Ss to complete the table. Remind them to use no more than two words or a number per gap.
- Ask Ss to compare their answers in pairs.
- Check answers as a class by calling on some Ss to read out the completed notes.
- If necessary, play the recording again, pausing at the places where they can get the correct information.

Key: 1. 12 / twelve 2. greet 3. bill payments
4. listen to 5. maths skills 6. next week

Audio script – Tracks 34 + 35:

Woman: Viet Organic Garden Restaurant. How can I help you?
Mark: Good evening. I'm calling to ask about the vacancies for servers.
Woman: What would you like to know?

Mark: Are these part-time jobs?
Woman: Yes, they are. Currently, we're looking for two servers to work at weekends.
Mark: Sounds good. So what are the working hours?
Woman: Each server will be required to do 12 hours – six on Saturday and six on Sunday.
Mark: That'd be fine. The job wouldn't interfere with my studies.
Woman: Are you at secondary school or university?
Mark: I'm a 12th grader. I'd like to take a part-time job this year.
Woman: I see.
Mark: Could you also tell me what the job involves?
Woman: Well, you'll be expected to greet customers and show them to their tables, present and explain the choices on the menu, then take their orders and collect bill payments.
Mark: Do I have to wait on customers during meals?
Woman: Yes, of course. You'll be responsible for serving the food and drinks to customers and making sure they're enjoying their meals.
Mark: Will I get any on-the-job training?
Woman: Yes, you'll be supervised by the head server. Work experience is not that important. We're looking for people who are able to listen to what customers want and speak to different people in a friendly way. Servers also need to have good maths skills and a good memory.
Mark: I think I can handle money accurately and memorise food items quickly. So how do I apply?
Woman: Great! Please send your application letter to the restaurant before the end of this week and we'll arrange an interview next week.
Mark: I'll do that. Thank you so much.

Extension: Put Ss in pairs and have them role-play the phone conversation between Mark and the restaurant manager. Elicit from Ss expressions to start and end phone conversations. Write them on the board and encourage Ss to use them. Tell Ss to base their conversations on the notes if they can't remember all the details. Invite some pairs to role-play their conversations in front of the class.

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to use the language and ideas from the listening to express opinions.

- Ask some lead-in questions to see whether any Ss have any experience working in a restaurant or have considered being a server, e.g. *Have you ever worked as a server? Do you want to be a server? Why? Why not?*
- Put Ss in pairs and have them discuss the questions.
- In weaker classes, brainstorm some ideas as a class first. Focus on the duties listed in the notes in **3** and have Ss think about what skills these tasks can help people develop and in what other jobs these skills will be useful, e.g. *greeting customers – develop effective communication skills, also useful in sales jobs.* Invite some pairs to present a summary of their discussion to the class.

Suggested answer:

According to the conversation, to be a server you need to develop important skills such as verbal communication, active listening, good memory, teamwork, food safety knowledge, numeracy, time-management, multi-tasking, and patience. These are also skills useful in many other jobs. For example, no matter what job you choose, good communication is essential, so you can give clear instructions and avoid miscommunication. We think that all types of jobs require good time-management and the ability to plan your workload effectively to meet deadlines.

LESSON 6. WRITING

A JOB APPLICATION LETTER

Learning outcome: By the end of the lesson, Ss will be able to write a job application letter.

VI WRITING

A job application letter

1 **Read the job application letter for a part-time server below. Label the parts of the letter (1-4) with the phrases in the box.**

WE'RE HIRING!

Viet Organic Garden is hiring a part-time server and a part-time receptionist.
We are looking for hard-working people who can work on weekends.
Please send your letter of application to vietorganicgarden@webmail.com.

A. Reason for writing
B. Relevant qualities and skills
C. Other relevant information
D. Relevant experience

Recipient's address

Viet Organic Garden
1036 Hoang Dau Street, Hoan Kiem Ward, Ha Noi

Ha Noi, 14 October, 20...

Dear Sir or Madam,

Re: Application for the position of part-time server

I am writing to apply for the position of the part-time server, which you advertised on your website on 10 October. I believe having a part-time job is a great opportunity to learn valuable skills.

I am in my final year of secondary school. I have some experience in the hospitality industry. Last summer, I worked on tables for two months at a fast food restaurant. My responsibilities included greeting customers and taking their orders. I also served food and drinks, answered questions about the menu, and made sure all customers enjoyed their meals.

I am a friendly, hard-working, and caring person with a love for people and good food. I can also speak English, so I can work on foreign customers.

I would be delighted to meet you in person to discuss my application. I will be free for an interview any afternoon during this week. I have attached my CV for reference. If my application is successful, I will be available to start work after 24 October.

Thank you for your consideration. I look forward to hearing from you soon.

Yours faithfully,

An

Nguyen Van An

Applicant's address

Formal greeting

Formal closing and signature

Tips

The main purpose of writing an application letter is to introduce yourself in the most effective way and persuade the employer to give you an interview. You should:

- make sure your letter of application follows a standard format
- start your letter by stating the position you apply for and explaining why you are interested in it
- give some information about yourself and describe any relevant experience
- highlight relevant qualities and skills
- show your interest in the job
- indicate when you will be available for an interview and when you can start work
- use professional, formal, and polite language
- end with a brief closing paragraph and your signature

ACTIVITY 1

Aim: To familiarise Ss with the structure and language of a job application letter and develop ideas for their writing.

- Remind Ss of the conversation between Mark and the restaurant manager in the **Listening** section. Elicit the purpose of Mark's phone call, i.e. to enquire about the server vacancies.
- Ask Ss to read the advert and the application letter for a part-time server at Viet Organic Garden Restaurant and check understanding.
- Focus Ss' attention on how the letter is organised, i.e. recipient's address, applicant's address, date, greeting, reference line, opening paragraph, body consisting of several paragraphs, closing and signature.
- Put Ss in pairs and have them complete the labels.
- Checks answers as a class.
- Have Ss read the **Tips** box and check understanding. Ask Ss to find examples from the application letter supporting each tip, e.g. *Does the letter follow a standard format?* (Yes, it includes the addresses of both the recipient and applicant, the date, greeting, reference line, closing and signature.) *Does the letter start by stating the position the writer is interested in?* (Yes)

Key: 1. A 2. D 3. B 4. C

ACTIVITY 2

2 **Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.**

2222 Nguyen Trai Road, Thanh Xuan Ward, Ha Noi

1036 Hoang Dau Street, Hoan Kiem Ward, Ha Noi

14 July, 20...

Dear Sir or Madam,

I am writing to apply for ...

I am ... last summer ...

I consider myself ... I am ...

I would be delighted to ...

I am available for an interview on ...

If my application is successful, I will be able to start work ...

I look forward to hearing from you soon.

Yours faithfully,

Aim: To help Ss practise writing an application letter for the position of a part-time receptionist.

- Focus Ss' attention on the advert in **1** and elicit the other vacancy available.
- Explain that they are going to write an application letter for the position.
- Remind Ss to use the model and tips in **1**, and the suggested expressions.
- In weaker classes, read through the model letter in **1** and have Ss underline the text that they need to replace in their new application letters. Elicit the duties of a restaurant receptionist and the skills required, and write them on the board as prompts, e.g. duties: *greet customers, answer phone calls, keep records of guests*; skills: *effective communication skills, good memory, friendly, helpful*.
- Have Ss write their application letters individually.
- Walk round the class to offer help if necessary. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.
- If time allows, encourage Ss to swap their letters with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions.
- Collect Ss' letters and provide written feedback in the next lesson.

Suggested answer:

2222 Nguyen Trai Road, Thanh Xuan Ward, Ha Noi

Viet Organic Garden Restaurant

1036 Hang Dau Street, Hoan Kiem Ward, Ha Noi

Ha Noi, 16 July 20…

Dear Sir or Madam,

Re: Application for the position of a part-time receptionist

I am writing to apply for the position of a part-time receptionist that you advertised on your website.

I am in my final year of secondary school and have some experience in the hospitality industry. Last summer, I worked as a part-time receptionist for a local restaurant. My responsibilities included meeting and greeting customers and taking them to their tables. I also answered the phone and took bookings.

I consider myself to be reliable, hard-working and enthusiastic. I can speak English fluently, so I can communicate with foreign guests quite comfortably.

I would be delighted to meet you in person to discuss my application. I am available for an interview on any afternoon.

If my application is successful, I will be able to start work after the 15th of August when I finish my exams.

I look forward to hearing from you soon.

Yours faithfully,

Nguyen Van Nam

Extension: Put Ss in pairs and have them role-play a phone conversation between a job applicant for the position of the part-time receptionist and the restaurant manager. Remind them of the phone conversation in the **Listening** section and the questions that Mark asked. Give pairs a few minutes to plan and practise their conversations, then invite pairs to role-play them in front of the class.

KẾT NỐI TRI THỨC

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

EXPRESSING ANXIETY AND RESPONDING TO IT

ACTIVITY 1

Aims:

- To provide model conversations in which speakers express anxiety and respond to people with anxiety;
- To review expressions for expressing anxiety and responding to people with anxiety.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing anxiety and responding to it

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Don't worry. You'll be fine. B. I'm really nervous about it
C. stop worrying about it D. I'm so worried about

1
Minh: I've got an interview for a part-time job tomorrow and (1) _____.
Nam: Oh. (2) _____. You'll be fine.

2
Mai: (3) _____ the presentation on common part-time jobs for students. I haven't prepared enough.
Manh: (4) _____. I think you'll do it well.

- Ask Ss if they have been in situations when they felt anxiety or when they had to respond to someone with anxiety. Elicit any phrases for expressing anxiety and responding, e.g. *I'm so worried/ nervous about …, You'll be fine.*
- Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension.
- In stronger classes, have Ss fill in the gaps based on the context clues in the conversations, then listen to check the answers.

- In weaker classes, play the recording twice, the first time just for Ss to listen and the second time for them to complete the conversations with the correct expressions.
- Check answers as a class.
- Ask Ss to practise the conversations in pairs.

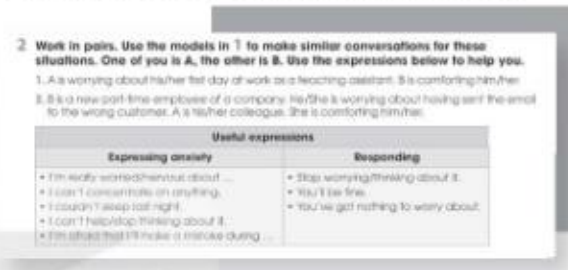
Key: 1. B 2. C 3. D 4. A

Audio script – Track 36:

1. *Minh:* I've got an interview for a part-time job tomorrow and I'm really nervous about it.
   Nam: Oh, stop worrying about it. You'll be fine.
2. *Mai:* I'm so worried about the presentation on common part-time jobs for students. I haven't prepared enough.
   Mark: Don't worry. You'll be fine. I think you'll do it well.

ACTIVITY 2

Aim: To help Ss practise expressing anxiety and responding to people with anxiety.


2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A is worrying about his/her first day at work as a teaching assistant. B is comforting him/her.

2. B is a new part-time employee of a company. He/She is worrying about having sent the email to the wrong customer. A is his/her colleague. She is comforting him/her.

Useful expressions

Expressing anxiety	Responding
• I'm really worried/nervous about ...	• Stop worrying/thinking about it.
• I can't concentrate on anything.	• You'll be fine.
• I couldn't sleep last night.	• You've got nothing to worry about.
• I can't help/stop thinking about it.	
• I'm afraid that I'll make a mistake during ...	

- Have Ss read the situations and check understanding.
- Go through **Useful expressions** in the table. In stronger classes, brainstorm more useful language.
- Put Ss in pairs and explain the task: to role-play conversations similar to the one in **1** but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both express anxiety and respond to such expressions.
- Give Ss a few minutes to plan their conversations before they role-play it, e.g. who will be Student A and Student B, what Student A is worried about, how they want to start and end their conversations. Ask Ss to write down their prompts.
- Walk round the class and provide help if necessary.
- In stronger classes, encourage Ss to swap roles in each situation.
- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the target expressions, clear pronunciation and fluent delivery.

Suggested answers:

1. *A:* It's my first day at work tomorrow. I'm so nervous about starting my job as a teaching assistant at Ha Noi English Language School. Will I be able to make friends with my colleagues?
   B: Stop thinking about it, Mai. You'll be fine. Just go to bed early and arrive at work on time. And be nice to everybody.
2. *A:* I'm afraid I've sent an email to the wrong customer. I'm worried that he'll complain about me to my manager. I can't stop thinking about it.
   B: Don't worry. Just send a follow-up email to explain to the customer. Everybody can make mistakes.

CULTURE

UNUSUAL JOBS

ACTIVITY 1

Aim: To help Ss learn about unusual jobs around the world.

- Ask Ss some questions to find out if they already know any interesting or unusual jobs, e.g. *Do you know any unusual jobs? What makes them unusual? Have you heard about film watchers or product testers? Are these unusual jobs?*

- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *Why are some people doing unusual jobs? Are they high-paying jobs? What kind of training and skills do people need for the three jobs?*
- Tell Ss that they are going to read a text about the three unusual jobs and answer three questions. Focus on the three pictures and have Ss describe what they can see.
- Explain or elicit any new or difficult words, e.g. *attendants, commuters, squeezing*. In stronger classes, encourage them to guess their meaning from the context as they read through it.
- Have Ss read the text and answer the questions individually.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key:

1. window cleaners in Dubai
2. train pushers in Japan
3. golf ball divers in the UK

Culture

1 **Read the texts and answer the questions.**

UNUSUAL JOBS

Around the world, there are some jobs that may seem quite strange and surprising to you.

Train pushers

In Japan, the railway system is huge and everyone there uses trains. This makes them overcrowded most of the time. During rush hour, railway station attendants called "pushers" or "oshiya" do the strangest job in the world – they push passengers into trains. They have to do this because of the large number of commuters who wish to arrive at their desired locations on time. That's why they must endure the pain in squeezing themselves inside the train.

Cleaners of the world's highest building

Have you ever wondered how the world's tallest building, Burj Khalifa, in Dubai, is cleaned? It takes a team of 36 window cleaners a total of three months to clean the tower's reflective windows. Working from the height of more than 800 metres, the cleaners face huge challenges especially during bad weather. They must be the bravest cleaners in the world.

Golf balls divers

Every year in the UK, millions of golf balls get lost in the water around golf courses. This gave rise to the demand for golf ball divers whose job is to dive deep into the lakes and ponds around golf courses to find the lost balls. Most of them are professional scuba divers, but they spend long hours crawling around in mud and carrying heavy buckets. On average, they find 5,000 balls per lake. After cleaning them, they resell or recycle the balls. Sounds dangerous, doesn't it?

Which job ...

1. requires bravery and no fear of heights?
2. helps people to be on time?
3. requires good diving skills?

2 **Work in pairs. Discuss the following questions.**

Which job do you find most interesting and why? Do you know any other unusual jobs around the world?

ACTIVITY 2

Aim: To help Ss relate what they have learnt about unusual jobs to their own experiences.

- Have Ss recap what they have learnt about each job.
- In weaker classes, ask questions to brainstorm ideas as a class, e.g. *Is a high-rise window cleaner an interesting job? Is it dangerous? Do you need a degree for it? Do you think it pays well? Do you think this job exists in Viet Nam?*
- Put Ss in pairs and have them discuss the jobs.
- Call on some Ss to share their ideas with the class.
- In stronger classes, ask them to come up with other unusual jobs in Viet Nam or around the world, e.g. burning-paper artist (Viet Nam), fortune teller, professional apologiser, living statue artist, food stylist.

Suggested answers:

I think being a high-rise window cleaner is the most interesting job. It is exciting to hang off a skyscraper and see the world below you. Because of its risky nature, it also offers high pay. It is easy to find a job as a high-rise window cleaner nowadays because there are so many skyscrapers in every big city.

I think working as a trainer pusher is the most interesting job. It may sound crazy, but pushing people into a train can be lots of fun, especially when they don't complain and want to be pushed, so they can get to their office on time.

I have read about some other unusual jobs, such as being a pet food taster. In this role, people have to evaluate products based on their packaging, smell, nutritional value, and yes, even the texture and taste. They do taste pet food, but they don't actually swallow it, instead they spit it out. Most people working in this field need a degree in food science and do a lot of research.

Extension: Put Ss in groups. Have each group come up with a new job that people are going to need in the future. Explain that this should be a job that doesn't exist today, and they should give it a title, e.g. space tour guide, robot trainer, remote drone pilot.

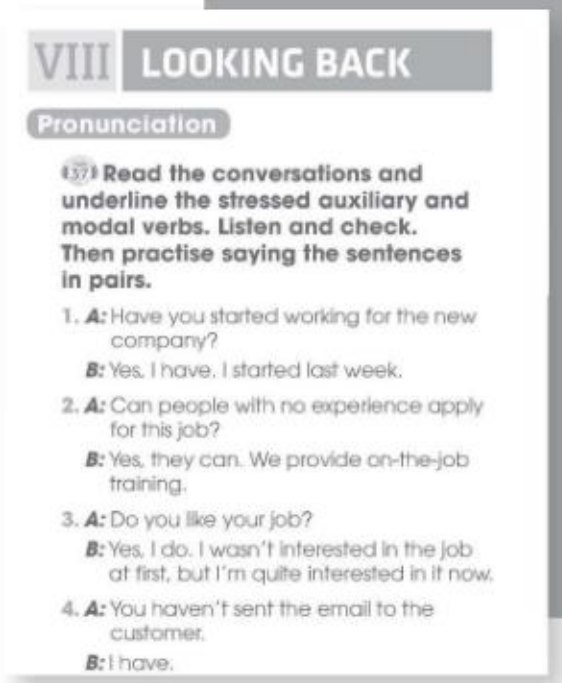
LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

PRONUNCIATION

Aim: To help Ss revise stressed auxiliary and modal verbs.

- Ask Ss to read the conversations and check understanding. In weaker classes, remind Ss that auxiliary and modal verbs are not usually stressed in connected speech, and elicit in what cases they receive stress.
- Have Ss read and underline the auxiliary and modal verbs that are stressed.
- Play the recording and have Ss listen and check their answers.
- Check answers as a class by asking Ss to read the words they underlined.
- Ask Ss to practise the conversations in pairs paying attention to the stressed auxiliary and modal verbs. If necessary, play the recording again for Ss to listen and repeat.
- Ask some pairs to role-play the conversations in front of the class.



VIII LOOKING BACK

Pronunciation

37 **Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practise saying the sentences in pairs.**

1. ***A:*** Have you started working for the new company?
   B: Yes, I have. I started last week.
2. ***A:*** Can people with no experience apply for this job?
   B: Yes, they can. We provide on-the-job training.
3. ***A:*** Do you like your job?
   B: Yes, I do. I wasn't interested in the job at first, but I'm quite interested in it now.
4. ***A:*** You haven't sent the email to the customer.
   B: I have.

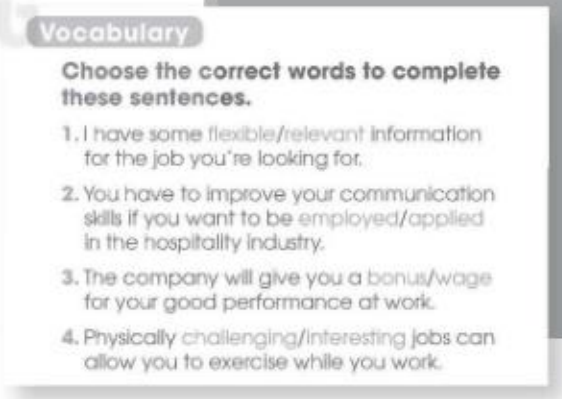
Key + Audio script – Track 37:

1. *A:* Have you started working for the new company?
   B: Yes, I have. I started last week.
2. *A:* Can people with no experience apply for this job?
   B: Yes, they can. We provide on-the-job training.
3. *A:* Do you like your job?
   B: Yes, I do. I wasn't interested in the job at first, but I'm quite interested in it now.
4. *A:* You haven't sent the email to the customer.
   B: I have.

VOCABULARY

Aim: To help Ss review words they have learnt in the unit.

- Ask Ss to read the sentences to get a general idea. Check understanding.
- Have Ss do this activity individually, then compare their answers in pairs.
- Check the answers by asking individual Ss to write the correct words on the board and read aloud the sentences.
- In stronger classes, ask Ss to explain the difference between the two answer choices and provide a sentence with the wrong answers, e.g. *'To be employed' means to be given a job while 'to be applied' means to be put to practical use and to 'apply' is to make a formal request for something. Knowledge is useful only when it is applied to real-life situations.*



Vocabulary

Choose the correct words to complete these sentences.

1. I have some flexible/relevant information for the job you're looking for.
2. You have to improve your communication skills if you want to be employed/applied in the hospitality industry.
3. The company will give you a bonus/wage for your good performance at work.
4. Physically challenging/interesting jobs can allow you to exercise while you work.

Key: 1. relevant 2. employed 3. bonus 4. challenging

GRAMMAR

Aim: To help Ss review simple, compound, and complex sentences.

Grammar

Circle the mistake A, B, C, or D in each sentence. Then correct it.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Explain to Ss that each sentence contains one mistake and ask them to find the mistakes, then circle and correct them.
- Have Ss do this activity individually, then compare their answers in pairs.
- Check answers by asking individual Ss to write the corrected sentences on the board. Have Ss explain the sentence structures and the corrections they made.

Key:

1. A (Despite → Although/Though)
2. A (so → because)
3. B (such that → so that)
4. C (but → but also)

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation about suitable part-time jobs for students.
- Have Ss work in their groups. Give them a few minutes to get ready for their presentations.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The presenters should also complete their self-assessment checklists.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Invite groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentations as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters concluded their talk appropriately.		
CONTENT: *The presentation includes the following information about each job:*		
– what the job is		
– main responsibilities		

ĐẠI NỘI TRI THỨC VỚI CUỘC SỐNG

– qualities and skills needed		
– the benefits of having the job		
DESIGN / ORGANISATION:		
The presentation is well-organised and visually attractive.		
There are appropriate photos/pictures to illustrate their ideas/research findings/survey results.		
There are no spelling or grammar mistakes.		

Suggested checklist for self-assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I concluded (my part of) the talk appropriately.		
CONTENT: *The presentation includes the following information about each job:*		
– what the job is		
– main responsibilities		
– qualities and skills needed		
– the benefits of having the job		
DESIGN / ORGANISATION:		
The presentation is well-organised and visually attractive.		
There are appropriate photos/pictures to illustrate the ideas/research findings/survey results.		
There are no spelling or grammar mistakes.		
Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and provide further practice.

REVIEW 2

INTRODUCTION

Review 2 is aimed at revising the language and skills Ss have learnt in Units 4-5, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.

The review can be taught in three lessons, e.g. 1: Language, 2: Listening and speaking skills, 3: Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.

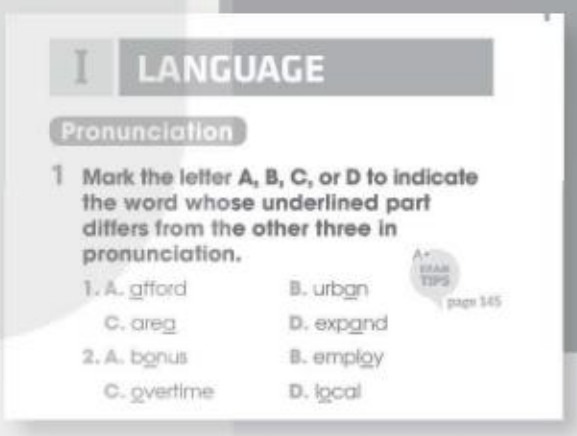
Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

LANGUAGE

PRONUNCIATION

ACTIVITY 1

Aim: To help Ss review different sounds and provide pronunciation exam practice.



I LANGUAGE

Pronunciation

1 Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

1. A. afford B. urban
   C. area D. expand
2. A. bonus B. employ
   C. overtime D. local

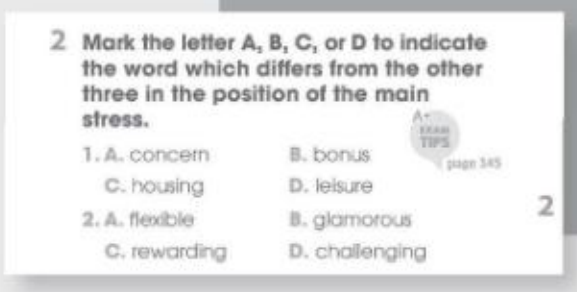
- Have Ss pronounce all words, paying attention to the underlined sounds.
- Explain that if any two words share the same underlined sound, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.

Key: 1. D 2. B

Extension: Put Ss in groups. Assign each group one of the sounds from the activity, e.g. /ə/. Give groups two minutes and have them come up with as many words containing the sound as they can, e.g. /ə/ *aware, attack, community, actor*.

ACTIVITY 2

Aim: To help Ss review word stress and provide pronunciation exam practice.



2 Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.

1. A. concern B. bonus
   C. housing D. leisure
2. A. flexible B. glamorous
   C. rewarding D. challenging

2

- Have Ss pronounce all words, paying attention to the word stress.
- Explain that if any two words share the same stress pattern, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.

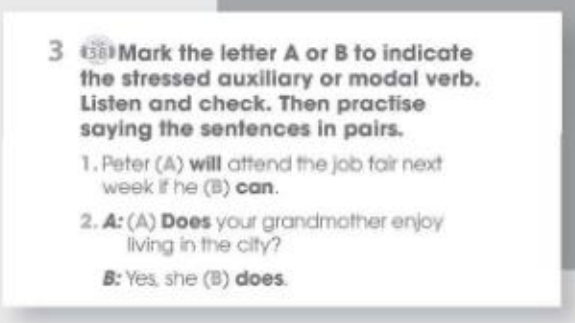
Key: 1. A 2. C

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: Prepare a list of words with different stress patterns. Write each word on a separate piece of paper. On different pieces of paper, write the stress patterns, e.g. words: *friendly, discussion, participation*; stress patterns: O-o, o-O-o, o-o-o-O-o (where lower-case letters represent unstressed or secondary stress and upper-case letters – primary stress). Place the cards on a table and have Ss take turns to come to the table and match the words with their stress patterns.

ACTIVITY 3

Aim: To help Ss identify stressed auxiliary or modal verbs in a sentences.



3 T38 **Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practise saying the sentences in pairs.**

1. Peter (A) **will** attend the job fair next week if he (B) **can**.
2. ***A:*** (A) **Does** your grandmother enjoy living in the city?
   B: Yes, she (B) **does**.

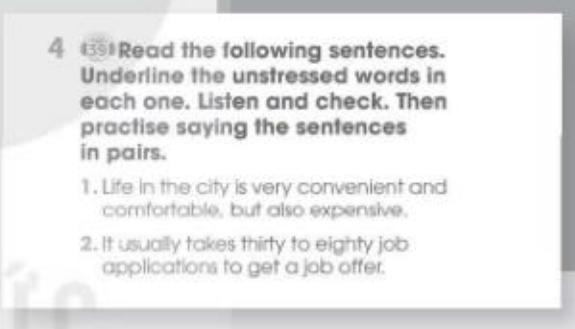
- Ask Ss to read the sentences and identify the part of speech of the words in bold e.g. 1A, 2A, 2B: auxiliary; 1B: modal verb.
- In weaker classes, provide some examples of stressed auxiliary and modal verbs on the board and have Ss refer to the **Language** section in Unit 5.
- Have Ss do the activity individually, then compare their answers in pairs.
- Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers.
- Confirm the correct answers as a class.
- Have Ss work in pairs to practise saying the sentences.

Key: 1. B 2. B

Audio script – Track 38:

1. Peter will attend the job fair next week if he can.
2. ***A:*** Does your grandmother enjoy living in the city?
   B: Yes, she does.

ACTIVITY 4



4 T39 **Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs.**

1. Life in the city is very convenient and comfortable, but also expensive.
2. It usually takes thirty to eighty job applications to get a job offer.

Aim: To help Ss identify unstressed words in connected speech.

- In weaker classes, write some sentences on the board, and have the class read them and identify the unstressed words. Ask Ss to refer to the **Language** section in Unit 4.
- Ask Ss to read the two sentences.
- Have Ss do the activity individually, then compare their answers in pairs.
- Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers.
- Confirm the correct answers as a class.
- Have Ss work in pairs to practise saying the sentences.

Key + Audio script – Track 39:

1. Life <u>in the</u> city <u>is</u> very convenient <u>and</u> comfortable, <u>but</u> also expensive.
2. <u>It</u> usually takes thirty <u>to</u> eighty job applications <u>to</u> get <u>a</u> job offer.

Extension: Put Ss in pairs. Assign each pair one paragraph from any of the previous units. Have pairs read their paragraph and mark the unstressed words, e.g. Train pushers (Unit 5, Culture, p. 70): *<u>In</u> Japan, <u>the</u> railway system <u>is</u> huge <u>and</u> everyone <u>there</u> uses trains.*

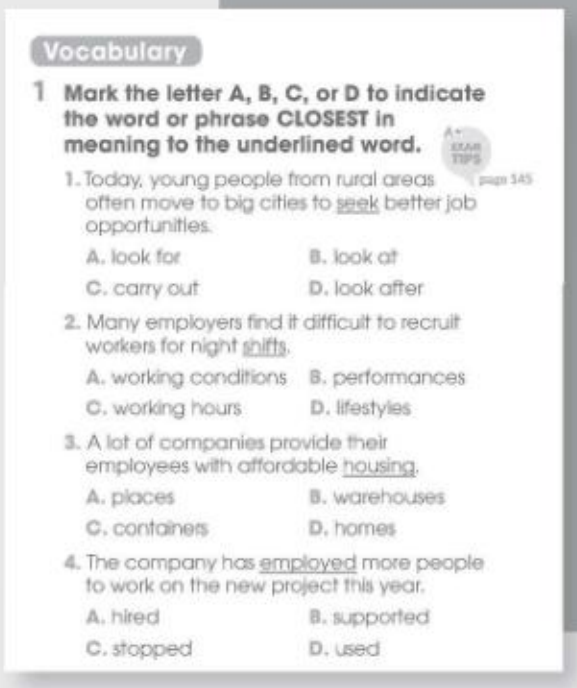
VOCABULARY

ACTIVITY 1

Aim: To help Ss review topic-related words from Units 4-5, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.
- If they don't know any words, encourage them to work out their meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that words that change the meaning of the sentence cannot be the correct answers.
- Check answers as a class.
- Confirm the correct answers and ask Ss to explain their choices.

Key: 1. A 2. C 3. D 4. A



Vocabulary

1 **Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word.**

1. Today, young people from rural areas often move to big cities to seek better job opportunities.
   A. look for B. look at
   C. carry out D. look after
2. Many employers find it difficult to recruit workers for night shifts.
   A. working conditions B. performances
   C. working hours D. lifestyles
3. A lot of companies provide their employees with affordable housing.
   A. places B. warehouses
   C. containers D. homes
4. The company has employed more people to work on the new project this year.
   A. hired B. supported
   C. stopped D. used

Extension: Remind Ss that this is a question type that they will encounter in the National Upper-secondary School Exam Paper and they should practise learning synonyms or words close in meaning. Put Ss in groups and have Ss take turns saying different words and coming up with their synonyms. Encourage groups to write them down, then share with the rest of the class.

ACTIVITY 2

Aim: To help Ss review topic-related words from Units 4-5, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.
- If they don't know any words, encourage them to work out their meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that the word that makes the sentence opposite in meaning can be the correct answer.
- Check answers as a class.

Key: 1. B 2. C 3. B 4. A

2 **Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word.**

1. The authorities are planning to expand the local airport and make it more modern.
   A. widen B. reduce
   C. build up D. shorten
2. Very few people can afford a home in city centres nowadays.
   A. have enough money to buy
   B. be able to buy
   C. don't have enough money to buy
   D. don't have any money to buy
3. Working as a researcher can be mentally challenging, but it is very interesting.
   A. boring B. simple
   C. reliable D. difficult
4. A lot of companies have cut down on staff, so the number of jobless people is getting higher and higher.
   A. employed B. unemployed
   C. recruited D. trained

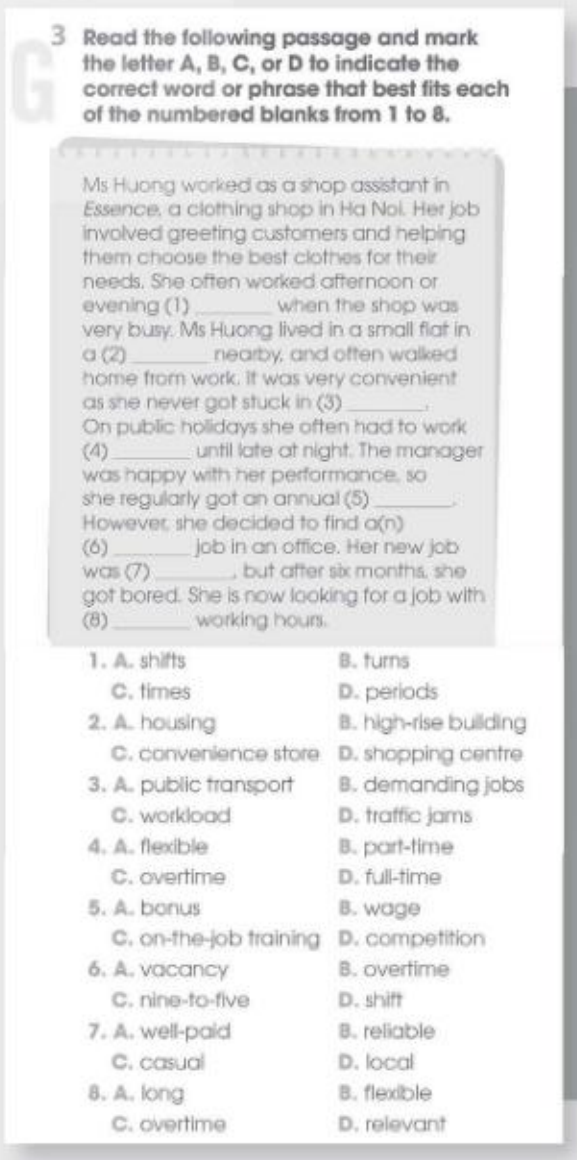
Extension: Remind Ss that this is a question type that they will encounter in the National Upper-secondary School Exam Paper and they should practise learning antonyms or words opposite in meaning. Put Ss in groups and have Ss take turns saying different words and coming up with their antonyms. Encourage groups to write them down, then share with the rest of the class.

ACTIVITY 3

Aim: To help Ss review topic-related words and phrases from Units 4-5, and provide vocabulary exam practice.

- Ask Ss to read the text to get an overall idea.
- Have Ss read each sentence more carefully and go through the four options. Tell them to put each option into the gap and read the sentence. They should then decide which one fits the sentence grammatically and logically.
- Tell them to choose an answer choice that makes a meaningful and grammatically correct sentence.
- Check answers as a class.

Key: 1. A 2. B 3. D 4. C 5. A 6. C 7. A 8. B



3 **Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8.**

Ms Huong worked as a shop assistant in *Essence*, a clothing shop in Ha Noi. Her job involved greeting customers and helping them choose the best clothes for their needs. She often worked afternoon or evening (1) _____ when the shop was very busy. Ms Huong lived in a small flat in a (2) _____ nearby, and often walked home from work. It was very convenient as she never got stuck in (3) _____. On public holidays she often had to work (4) _____ until late at night. The manager was happy with her performance, so she regularly got an annual (5) _____. However, she decided to find a(n) (6) _____ job in an office. Her new job was (7) _____, but after six months, she got bored. She is now looking for a job with (8) _____ working hours.

1. A. shifts B. turns
   C. times D. periods
2. A. housing B. high-rise building
   C. convenience store D. shopping centre
3. A. public transport B. demanding jobs
   C. workload D. traffic jams
4. A. flexible B. part-time
   C. overtime D. full-time
5. A. bonus B. wage
   C. on-the-job training D. competition
6. A. vacancy B. overtime
   C. nine-to-five D. shift
7. A. well-paid B. reliable
   C. casual D. local
8. A. long B. flexible
   C. overtime D. relevant

Extension: Choose a short text from one of the previous units. Read each sentence, omitting one of the words, e.g. Unit 5, Culture: *Around the ____, there are some jobs that may seem quite strange and surprising to you*. Have Ss call out the missing word. In weaker classes, write the missing word plus three distractors on the board and have Ss choose the correct one.

GRAMMAR

ACTIVITY 1

Aim: To help Ss revise the present perfect, double comparatives to show change, and compound and complex sentences, and provide exam practice.

- Ask Ss to read each sentence and the four options.
- Tell Ss to identify the grammar point tested in each sentence.
- In weaker classes, sort the sentences into groups according to the grammar points Ss have learnt in Units 4-5. Quickly review the grammar points on the board or have Ss refer back to the **Remember!** boxes in the **Language** sections.
- Ask Ss to place each answer choice in the sentence and read it, then eliminate the options that are grammatically incorrect.
- Then have Ss compare answers in pairs, before confirming the correct answers as a class.

Key: 1. A 2. B 3. C 4. B 5. D 6. A

Extension: Put Ss in pairs. Have each pair write two simple sentences on separate pieces of paper. Ask Ss to place their sentences face down on a table in front of the class. Invite pairs to come to the table, pick two pieces of paper and try to form a compound or complex sentence, e.g. *Selecting a career path can take weeks or months. It is important to take time for evaluating your skills. → Selecting a career path can take weeks or months, so it is important to take time for evaluating your skills.*

ACTIVITY 2

Aim: To help Ss revise the present perfect, double comparatives to show change, and compound and complex sentences, and provide exam practice.

- Have Ss work in pairs. Ask them to read the first sentence carefully and try to work out the relationship between the two clauses. Elicit answers by asking questions such as *What does the phrase 'as well as' mean? Which two clauses does the conjunction connect?*
- Ask Ss to read the four answer choices in the first question and decide if there are any grammatically wrong sentences or sentences that do not make sense. Explain that they can be immediately eliminated. Encourage Ss to identify the connectives used to join the two clauses and discuss whether they are used to express the same meaning as the conjunction *as well as.*

Grammar

1 Mark the letter A, B, C, or D to indicate the correct answer.

1. This is the first time I _____ on the Ha Noi Metro.
   A. have travelled B. will travel
   C. travel D. travelled
2. The _____ serious the air pollution in the city is becoming, the _____ its negative impact is on people's life there.
   A. less ... more B. more ... bigger
   C. fewer ... fewer D. more ... less
3. _____ people now tend to move to big cities to look for better job opportunities.
   A. More and less B. Less and less
   C. More and more D. Fewer and fewer
4. My grandparents don't want to live in the city _____ they don't like the crowded streets and the traffic jams.
   A. although B. because
   C. moreover D. if
5. The increasing number of private cars causes traffic jams; _____, it is also the main reason for air pollution in big cities.
   A. as a result B. on the other hand
   C. so that D. moreover
6. Local authorities have improved the frequency of public transport _____ more people will find it convenient to use.
   A. so that B. not only
   C. such that D. neither

2 Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences.

1. Shopping centres are places where people go shopping as well as places where friends and family go to meet, eat, and be entertained.
   A. Shopping centres are neither places where people go shopping nor places where friends and family go to meet, eat, and be entertained.
   B. Although shopping centres are places where people go shopping, they are not places where friends and family go to meet, eat, and be entertained.
   C. Shopping centres are places where people go shopping because these are places where friends and family go to meet, eat, and be entertained.
   D. Shopping centres are not only places where people go shopping, but also places where friends and family go to meet, eat, and be entertained.
2. I have been to a job fair once before.
   A. This is the first time I have been to a job fair.
   B. This is the second time I have been to a job fair.
   C. This is the last time I have been to a job fair.
   D. I have been to a job fair three times this year.
3. My friend performed his duties at work very efficiently. He was promoted after only one month.
   A. Although my friend performed his duties at work very efficiently, he was promoted after only one month.
   B. My friend performed his duties at work very efficiently because he was promoted after only one month.
   C. My friend performed his duties at work very efficiently; as a result, he was promoted after only one month.
   D. My friend didn't perform his duties at work so efficiently that he was promoted after only one month.
4. The air in big cities was polluted, and now it is even more polluted.
   A. The air in bigger and bigger cities was polluted.
   B. The air in big cities is becoming more and more polluted.
   C. The air in big cities used to be polluted, but now it is cleaner.
   D. The more polluted the air was, the less polluted big cities were.

- Confirm the correct answer and ask Ss to do the rest of the activity individually.
- Have Ss compare their answers in pairs.
- Check answers as a class.

Key: 1. D 2. B 3. C 4. B 5. A 6. D

5. If you get more work experience, you will have a greater chance of employment.
   A. The more work experience you get, the greater chance of employment you will have.
   B. The more work experience you get, the less chance of employment you will have.
   C. Although you get more work experience, you will have greater chance of employment.
   D. The less work experience you get, the greater chance of employment you will have.
6. She has a well-paid job, but she always works overtime to earn more money.
   A. If she has a well-paid job, she always works overtime to earn more money.
   B. She has a well-paid job; moreover, she always works overtime to earn more money.
   C. When she has a well-paid job, she always works overtime to earn more money.
   D. Although she has a well-paid job, she always works overtime to earn more money.

SKILLS

LISTENING

ACTIVITY 1

Aim: To help Ss practise listening for the main idea.

- Focus Ss' attention on the three phrases and check understanding.
- Explain that they are going to listen to a talk about a city and ask them to guess which of the three choices could be the answer.
- Play the recording and encourage Ss to note down as much information as possible in their notebooks.
- Call on some Ss to tell you what the talk is about. Ask Ss to eliminate the wrong answers and explain why B and C are incorrect, e.g. options B and C cover only a part of the talk.
- Confirm the correct answer.

II SKILLS

Listening

1 **Listen to a talk about a city. What is it about?**
A. How Dream City has changed.
B. The modern facilities in Dream City.
C. Why people want to live in Dream City.

Key: A

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

- Ask Ss to look at the notes, study the words before and after the gaps and decide on the part of speech, e.g. 1. noun/noun phrase; 2. noun/noun phrase; 3. noun/noun phrase; 4. adjective; 5. noun/noun phrase.
- Play the recording and have Ss listen and write down their answers in their notebooks.
- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- In weaker classes, play the recording again, pausing at the places where Ss can find the missing words.

2 **Listen again and complete the notes with no more than TWO words for each answer.**

- Housing:
  - pulling down (1) _____
  - building new (2) _____ and blocks of flats
  - high rents and home prices
- Facilities:
  - better schools and universities with more education opportunities
  - more supermarkets, shopping centres and convenience stores
  - (3) _____ struggling to survive
- Transport:
  - more (4) _____ and comfortable bus and train services
  - busy roads with (5) _____ during rush hour

Key: 1. old houses 2. high-rise buildings 3. traditional markets
4. frequent 5. traffic jams

Audio script – Tracks 40 + 41:

Hello everyone! This Saturday, we're going to talk about Dream City. Well, Dream City used to be a small town. It has now expanded into a modern city. Let's take a look at three major changes.

First, I'll talk about housing. Over the last ten years, many old houses have been pulled down to make way for new high-rise buildings and blocks of flats. However, as the city population continues to grow, there's still a housing shortage. As a result, rents and home prices are getting higher and higher. Many residents now struggle to pay their rents and can't afford to buy their own homes.

Despite the high cost of housing, people still want to live in the city because of the better facilities it provides. There're also better schools and universities that offer students more education opportunities. I should also mention that there're now more supermarkets, shopping centres and convenience stores that have made shopping so convenient for residents. Unfortunately, traditional markets are now struggling to survive.

And finally, I'll talk about the public transport, which has also undergone changes. Bus and train services are more frequent and comfortable as modern buses and trains have air-conditioning. However, many people still prefer to drive their own cars, which means that roads can get very busy and traffic jams are common during rush hour.

Extension: Divide the class into two teams and give each team a board pen. Play the recording and stop after key content words. One member from each team runs to the board and writes the last word heard. Explain that only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's words and spelling, and count how many correct words each team has written. The team with more correct words is the winner.

SPEAKING

ACTIVITY 1

Aim: To help Ss develop ideas for the speaking task.

- Have Ss read through the instructions and the text in the table, and check their understanding.
- Put Ss in pairs and have them discuss the impact of urban development. Remind Ss that the impact on people's life can be positive and/or negative.
- In stronger classes, encourage Ss to add more examples of urban development to the table.
- Walk round the class to offer help if necessary.
- Invite some pairs to present their completed table to the class.

Speaking

1 **Work in pairs. Discuss the impact of urban development on people's life and complete the following table.**

Urban development	Positive and/or negative impact on urban life
1. Growing population	Housing shortage, higher rents and home prices
2. More schools and universities	
3. Expanded roads	
4. More shops, restaurants, and supermarkets	

Suggested answers:

Urban development	Positive and/or negative impact on urban life
1. Growing population	Housing shortage, higher rents and home prices Economic growth - more people enter the workforce, produce more goods and pay more taxes, which can be spent on healthcare and education
2. More schools and universities	More education opportunities
3. Expanded roads	Faster and safer journeys, however, new roads can be quickly filled to their capacity, causing pollution
4. More shops, restaurants, and supermarkets	Convenient shopping and eating out, but traditional markets may struggle to survive.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

2 Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most negative impact on urban life? Then report the group's answers to the class.

- Have Ss work in groups and discuss the impacts of urbanisation using the table in **1** and decide on one positive and one negative change.
- Ask Ss to take notes of their discussion and prepare a summary.
- Walk round the class to offer help if necessary.
- Invite some groups to present their summaries to the class.

Suggested answers:

Discussion:

A: Today we'll be talking about which change has the most positive impact and which one has the most negative impact on urban life. Let's start with the positive one.

B: Well, I believe that building more schools and universities is the most important change because it can have a huge effect on young people. This creates more education opportunities for students in the area.

C: I agree, but most people want more shops, restaurants and supermarkets so they can have convenient shopping experiences and enjoy eating out.

A: I see, if there are too many shops and supermarkets, traditional markets may struggle to survive …

Group's report:

Among all changes, we believe that building more schools and universities will have the most positive impact on urban life because this will create more education opportunities for students and attract more young people.

READING

ACTIVITY 1

Aim: To help Ss practise reading for main ideas.

- Have Ss read through the five headings and check understanding.
- Then ask Ss to read the whole text once to get an overall idea.
- Put Ss into pairs to do the activity. Remind them to pay attention to the first or the last sentence of each paragraph, which is usually the topic sentence, e.g. *The first sentence in the first paragraph is 'To begin with, students can gain and develop important skills … careers.', so 4 is the correct answer.*
- Check answers as a class.

Key: A-4 B-1 C-2

Reading

1 **Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings.**

1. Boosting students' confidence
2. Building their professional network for future careers
3. Improving their study results in class
4. Developing students' skills for future jobs
5. Helping students to enjoy the work environment

Today, more and more students are doing part-time jobs while they are still studying at secondary school. Having a job while at school can benefit secondary school students in several ways.

A. _____

To begin with, students can gain and develop important skills that may be useful in their future careers. The real work environment can help students learn more new skills as well as improve existing ones such as communication, teamwork, or problem-solving skills. For example, if a student works as a waiter or waitress, he or she can learn how to greet and communicate with customers. Those who are **equipped** with various life skills can perform better in their future jobs.

B. _____

In addition, having a part-time job can provide students with more experience and then boost their confidence. Students will become more confident if **they** have opportunities to work together with different groups of people. As we may know, a teaching assistant will help the teacher prepare and present the lesson or mark students' assignments. Students who apply for the post of **a teaching assistant** are required to meet and interact with the teachers, students of different ages, or even parents. This can develop their classroom experience as well as confidence.

C. _____

Finally, those who have a part-time job can build more relationships for their careers in the future. The opportunities to meet in-person and talk to other people in society will help students create a strong connection with people who may be their employers, colleagues, or customers later in their life.

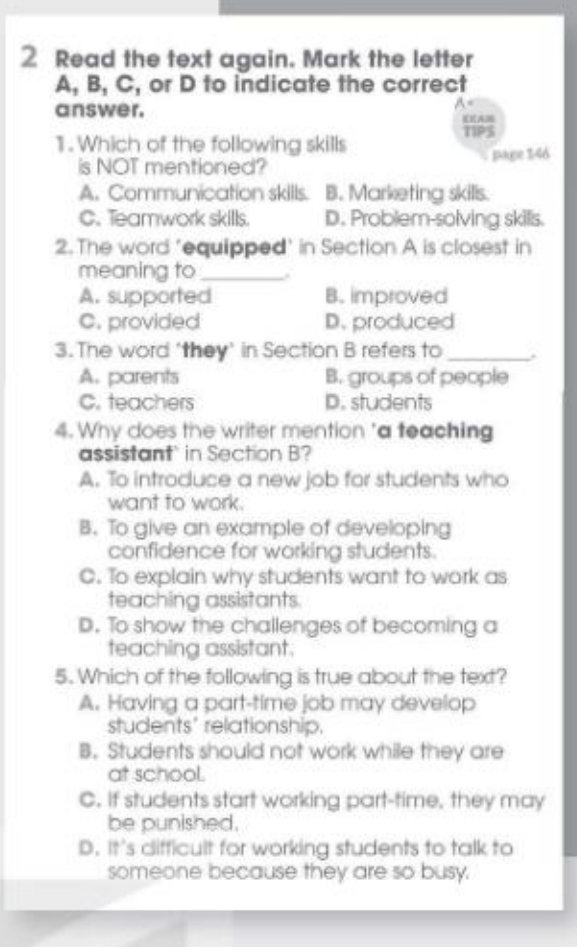
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss practise reading for specific information, vocabulary, referent and inference.

- Have Ss read through the questions and the answer choices, and check understanding.
- Ask Ss to underline the keywords.
- Then have Ss read through the text and locate the parts that contain relevant information.
- Have Ss work in pairs to compare their answers.
- Check answers as a class and ask Ss to explain their answer choices, e.g. **1**: the writer mentions communication, teamwork skills, and problem-solving skills in Section A; **2**: the word 'equipped' is a verb used in the passive to show that something was provided for someone; **3**: the pronoun 'they' refers to the subject 'students' in the sentence; **4**: the writer mentions 'a teaching assistant' as an example of how having a part-time job can boost students' confidence; **5**: the writer describes how having a part-job can help students meet people and connect to future employers in the last paragraph.

Key: 1. B 2. C 3. D 4. B 5. A



2 **Read the text again. Mark the letter A, B, C, or D to indicate the correct answer.**

1. Which of the following skills is NOT mentioned?
   A. Communication skills. B. Marketing skills.
   C. Teamwork skills. D. Problem-solving skills.
2. The word '**equipped**' in Section A is closest in meaning to _____.
   A. supported B. improved
   C. provided D. produced
3. The word '**they**' in Section B refers to _____.
   A. parents B. groups of people
   C. teachers D. students
4. Why does the writer mention '**a teaching assistant**' in Section B?
   A. To introduce a new job for students who want to work.
   B. To give an example of developing confidence for working students.
   C. To explain why students want to work as teaching assistants.
   D. To show the challenges of becoming a teaching assistant.
5. Which of the following is true about the text?
   A. Having a part-time job may develop students' relationship.
   B. Students should not work while they are at school.
   C. If students start working part-time, they may be punished.
   D. It's difficult for working students to talk to someone because they are so busy.

WRITING

Aim: To help Ss practise writing a job application letter.

- Ask Ss to read the job advert and check understanding. In weaker classes, explain words and phrases Ss may not know or find difficult to understand.
- Have Ss work in pairs.
- In stronger classes, ask Ss to discuss what qualities, skills, and experience they need to apply for the position of an English tutor. Then elicit the ideas from each group and write them on the board if necessary.
- In weaker classes, brainstorm some ideas as a class. You can also refer Ss to Unit 5 and ask them to find useful words and phrases. List them on the board.
- If necessary, ask Ss to refer to the model job application letter in Unit 5 and review its structure by going through the **Tips** box.
- Give Ss enough time to write their application letters using the information in the job advert. Set a time limit depending on the Ss' ability level.
- Walk round the class and offer help if necessary.
- If time allows, ask Ss to swap their application letters with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation.
- Collect Ss' application letters to mark and provide written feedback in the next lesson.

Writing

Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.

NOW RECRUITING AN ENGLISH TUTOR

Are you looking for a job that impacts the life of children? Are you enthusiastic about teaching English? Join us as an English tutor to make a difference in children's education.

We offer flexible working hours and you can choose to teach morning, afternoon or evening classes. You will be responsible for planning and presenting your lessons, and marking students' assignments. If you want to be considered for this position, please contact:

The Human Resource Department,
Language School
1150 Hang Dau St., Ha Noi

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested answer:

50 Hoang Quoc Viet Str., Ha Noi

The Human Resource Department, Language School

1150 Hang Dau Str., Ha Noi

Ha Noi, October 19, 20…

Dear Sir or Madam,

I am writing to apply for the post of an English tutor that you advertised on your website.

I am in my last year of secondary school. Last summer, I worked as a volunteer teaching assistant for the 'Education for All' project. I helped students learn English at a primary school. My responsibilities included checking students' attendance and homework. I also organised extracurricular activities to help children practise their English.

I love working and interacting with children aged 6-10. I consider myself to be a sociable, caring, and patient person. I understand that being a teaching assistant is not an easy job, but I will try my best.

I would be delighted to meet you in person to discuss my application. I am available for an interview any afternoon during the week. If my application is successful, I will be free to start working after the 30th of October.

I look forward to hearing from you soon.

Yours faithfully,

Nguyen Thi Binh

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 6

ARTIFICIAL INTELLIGENCE

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and pronounce homophones in connected speech;
- understand and use words and phrases related to science and technology;
- use active and passive causatives correctly;
- read for specific information in an article about AI applications in education;
- discuss applications of AI in education;
- listen for specific information and instructions for operating a home robot in a conversation with an AI expert;
- write an essay about the advantages and disadvantages of home robots;
- get attention and interrupt;
- understand the evolution of robots;
- research or design a new AI application in our daily lives and give a group presentation about it.

LESSON 1 . GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review the first five units and revise target vocabulary Ss have learnt so far. Put Ss in five groups. Give each group one of the five topics, e.g. *Life stories we admire, Multicultural world, Green living, Urbanisation, The world of work*. Give a time limit of three minutes and ask Ss to brainstorm as many topic-related words as they can and organise them in mind maps. When time is up, have groups share their mind maps with the class.
- Lead into the unit topic. Find some video clips showing robots, and use of AI in different fields. Ask Ss to describe the work robots can do in the videos. Ask Ss to guess what they are going to learn in this unit. Write the unit title *Artificial intelligence* on the board.
- Then ask Ss to open their books at page 76. Draw their attention to the Unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

A VISIT TO A HIGH-TECH CENTRE

I GETTING STARTED

A visit to a high-tech centre

1 Listen and read.

Teacher: Hello, class. Please meet Jessica. She's a human-like robot and will be your guide today.

Jessica: Good morning, everybody. Welcome to the New Tech Centre.

Nam: Hi, Jessica. I'm so excited as I've never met a talking robot before. Let's have a photo taken together!

Jessica: OK, I'll get someone to take a picture of us, but let's go first to the robot exhibition where you'll see a collection of human-like robots from around the world. Please follow me. ... OK, do you have any questions?

Mai: They look so real! Can we interact with them?

Jessica: Yes, you can. They're all capable of answering questions and translating from different languages. Let me get this robot activated so you can talk to him.

Mai: Hello, what's your name? What languages can you speak? Where do you live?

Robby: Hello, my name's Robby. I can speak English, Vietnamese, Chinese, and German. I live in the New

Mai: Wow! You're so smart, Robby.

Nam: Jessica, where shall we go next?

Jessica: Next, we'll visit the Research and Development area. Please follow me. Here scientists and engineers explore and create new AI technologies. AI has many practical applications such as facial recognition and virtual assistants.

Mai: I noticed a facial recognition screen at the entrance of the centre.

Jessica: That's right. We have all visitors' identity checked to improve the centre security. Now, what else would you like to see?

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar point to be learnt in the unit.

- Set the context for listening and reading the conversation. Have Ss look at the pictures, the heading, and the speakers' names. Ask Ss questions about them, e.g. *What can you see in the two pictures?* (1. a smart robot; 2. a smart robot communicating with two people) *What do you think the role of the robot is*? (a tour guide). Encourage Ss to use their imagination and accept all answers. Then explain that they will be reading a conversation about a visit to a high-tech centre.
- Play the recording twice for Ss to listen and read along. Have Ss underline words/phrases related to the topic.
- Have Ss compare the words and phrases they have underlined in pairs and discuss their meanings. Then check comprehension as a class.
- Elicit the names of the two robots, Jessica and Robby. Explain that we would normally use 'it' for a robot, unless it is given a male or female name.
- Call on five Ss to read the conversation aloud.

Audio script – Track 42:

Teacher: Hello, class. Please meet Jessica. She's a human-like robot and will be your guide today.

Jessica: Good morning, everybody. Welcome to the New Tech Centre.

Nam: Hi, Jessica. I'm so excited as I've never met a talking robot before. Let's have a photo taken together!

Jessica: OK, I'll get someone to take a picture of us, but let's go first to the robot exhibition where you'll see a collection of human-like robots from around the world. Please follow me. … OK, do you have any questions?

Mai: They look so real! Can we interact with them?

Jessica: Yes, you can. They're all capable of answering questions and translating from different languages. Let me get this robot activated so you can talk to him.

Mai: Hello, what's your name? What languages can you speak? Where do you live?

Robby: Hello, my name's Robby. I can speak English, Vietnamese, Chinese, and German. I live in the New Tech Centre.

Mai: Wow! You're so smart, Robby.

Nam: Jessica, where shall we go next?

Jessica: Next, we'll visit the Research and Development area. Please follow me. Here scientists and engineers explore and create new AI technologies. AI has many practical applications such as facial recognition and virtual assistants.

Mai: I noticed a facial recognition screen at the entrance of the centre.

Jessica: That's right. We have all visitors' identity checked to improve the centre security. Now, what else would you like to see?

...

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

2 **Read the conversation again and answer the questions.**

1. Why is Nam excited?
2. What can human-like robots do?
3. What are some examples of AI applications?
4. Where did Mai see a facial recognition screen?

- Ask Ss to read the four questions and underline the keywords in each question, e.g. 1. *Why, Nam, excited;* 2. *What, human-like, robots, do;* 3. *What, examples, AI applications;* 4. *Where, Mai, see, facial recognition screen*.
- Put Ss in pairs. Have them read the conversation again and locate the part of the conversation that contains the information.
- Check answers as a class by asking different pairs to answer the questions.

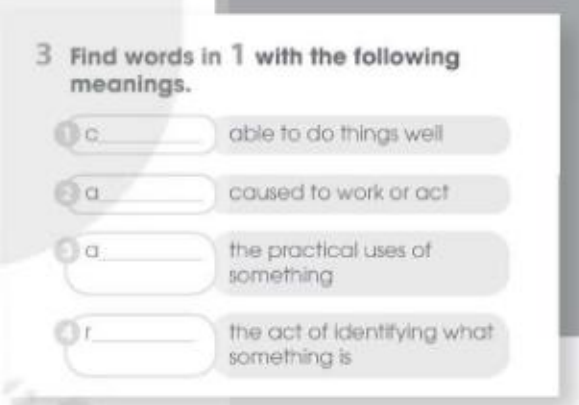
Key:

1. Because he has never met a talking robot before.
2. They can answer questions and translate from different languages.
3. Facial recognition and virtual assistants.
4. At the entrance of the centre.

Extension: In stronger classes, put Ss in pairs and have them summarise the conversation using the four questions as the main points of their summaries. Give Ss a few minutes to plan their summaries and invite pairs to share them with the class.

ACTIVITY 3

Aim: To introduce words related to science and technology.


3 **Find words in 1 with the following meanings.**

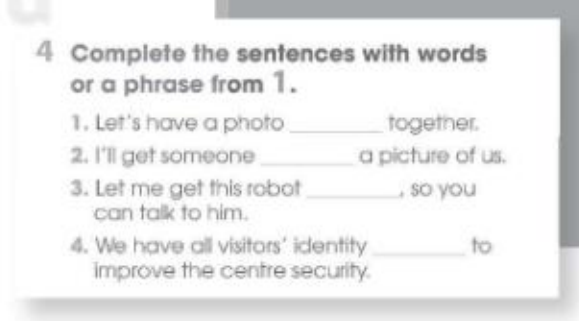
1. c_____ able to do things well
2. a_____ caused to work or act
3. a_____ the practical uses of something
4. r_____ the act of identifying what something is

- Ask Ss to read the definitions and identify the part of speech, e.g. adjective, verb, or noun.
- Have Ss read the conversation quickly again, and find words with the initial letters that match the definitions.
- Call on individual Ss to write the answers on the boards. Check answers as a class.

Key: 1. capable 2. activated 3. applications 4. recognition

ACTIVITY 4

Aim: To help Ss identify active and passive causatives.


4 **Complete the sentences with words or a phrase from 1.**

1. Let's have a photo _____ together.
2. I'll get someone _____ a picture of us.
3. Let me get this robot _____, so you can talk to him.
4. We have all visitors' identity _____ to improve the centre security.

- Have Ss read the four sentences and check understanding. Ask them to focus on the phrases before each blank (*have/get* + object) and think about the word form needed in each blank.
- In weaker classes, encourage Ss to read the conversation again and underline the sentences. Then have them fill in the missing verb forms.
- Check answers as a class by calling on individual Ss to read out each sentence.
- In stronger classes, focus on the second sentence and elicit how it is different from the other three, e.g. *This is an active causative sentence while the rest are passive causative sentences.*

Key: 1. taken 2. to take 3. activated 4. checked

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 6, the **Project** section, look at the picture and say what the topic of the project is (*AI in our daily lives*).

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Explain the project requirements: Ss will have to think of a way to use AI in our daily life, design a poster/model to illustrate their ideas, and give an oral presentation in the last lesson of the unit.
- Tell Ss that they are free to choose a different format to organise and present their inventions, including a poster, a leaflet, a model, or a video recording. No matter what format Ss choose, encourage them to use pictures to illustrate their ideas, and tables or diagrams to organise the information. Explain that Ss will need to display their posters or models around the classroom in advance. In the **Project** lesson, one representative from each group should stand next to the group poster or model. The rest will walk around, study the display, and talk to any representative if they want to find out more about their AI application. The class can also vote for the best poster or model.
- Suggest the steps Ss should follow: 1) Brainstorming ideas and collecting information and visuals by searching the Internet, reading science magazines, etc.; 2) Organising ideas and visuals, and designing the poster or model; 3) Practising explaining their inventions, describing their models, and answering questions about them.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, help Ss work on the content and design of their posters. Spend a few minutes each time checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

PRONUNCIATION

II LANGUAGE
Pronunciation
Homophones
Remember!
HOMOPHONES
1 Listen and repeat the following homophones.

ACTIVITY 1

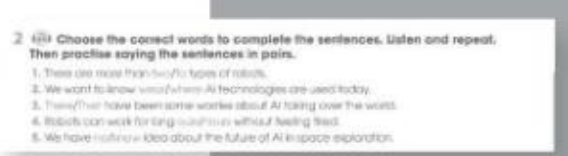
Aim: To help Ss recognise and pronounce homophones.

- Write the words *buy* and *bye* on the board and ask Ss to read them. Elicit the similarities and differences between the two words, e.g. *They have the same pronunciation, but differ in spelling and meaning*.
- Focus Ss' attention on the **Remember!** box and introduce the pronunciation topic.
- Play the recording and ask Ss to listen and repeat, paying attention to the pairs of words. If necessary, play the recording several times.
- In strong classes, ask Ss to cover the second column and come up with the homophones.

Audio script – Track 43:

1. to – two	2. there – their
3. where – wear	4. board – bored
5. hour – our	6. allowed – aloud
7. know – no	8. right – write

ACTIVITY 2


2 Choose the correct words to complete the sentences. Listen and repeat. Then practise saying the sentences in pairs.

Aim: To help Ss practise recognising and pronouncing homophones.

- Ask Ss to read the sentences. Check comprehension.

- Have Ss underline the suitable answer choice to make a meaningful sentence individually. Then ask them to work in pairs to compare their answers.
- Check answers as a class. Play the recording, pausing after each sentence and confirming the answer.
- Put Ss in pairs and have them practise reading the sentences aloud.

Key + Audio script – Track 44:

1. There are more than two types of robots.
2. We want to know where AI technologies are used today.
3. There have been some worries about AI taking over the world.
4. Robots can work for long hours without feeling tired.
5. We have no idea about the future of AI in space exploration.

Extension: Put Ss in pairs. On the board, write 10–15 words that have homophones, e.g. *bear, break, blew, wine, ate, dear, sell, stationary, principal, hole, seen, peace, meat, sight.* Ask Ss to come up with a homophone of each item, then identify the part of speech, and make a sentence using each homophone. Give pairs a time limit and have them share their words and sentences with the class. Encourage them to organise them in a table, e.g.

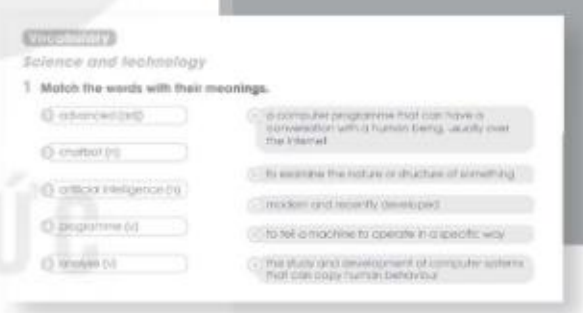
Homophones	Part of speech	Examples
bear	noun, verb	I saw a brown bear in the woods. I can't bear the noise.
bare	adjective	Don't walk around in bare feet.

VOCABULARY

SCIENCE AND TECHNOLOGY

ACTIVITY 1

Aim: To introduce words related to science and technology.

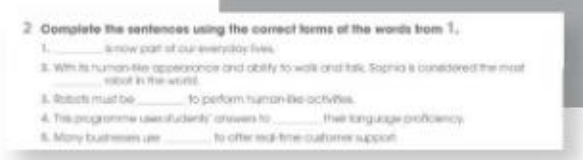

Vocabulary
Science and technology
1 Match the words with their meanings.

- Ask Ss to work in pairs, read the five words and do the matching.
- Check answers as a class. Call on one student to read aloud a word and another student to read its definition.
- In stronger classes, ask Ss to close their books. Read each definition and have them guess the word based on the number of letters or the initial letter. Ss can do that in pairs or small groups.
- Elicit the difference between *programme* (v), *programme* (n) and *program* (n). Have Ss make sentences with each word.

Key: 1. c 2. a 3. e 4. d 5. b

ACTIVITY 2

Aim: To help Ss practise using the words in Activity **1** in meaningful context.


2 Complete the sentences using the correct forms of the words from 1.

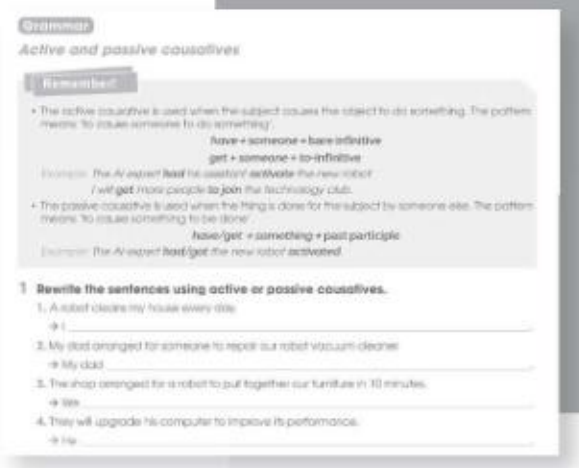
- Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. Remind them to use the context clues to decide on the words as well as the correct forms, e.g. 1. *It needs a singular noun before the verb 'is'.*
- Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used in each sentence first.
- Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using context clues, e.g. *The second sentence needs an adjective to describe the robot, and the word 'advanced' is the best choice.*

Key: 1. Artificial intelligence 2. advanced 3. programmed 4. analyse 5. chatbots

Extension: In stronger classes, have Ss brainstorm words and phrases related to the five vocabulary items. Put Ss in groups and have each group come up with at least five items, e.g. AI: *algorithm* (a set of rules for a computer), *AI cloud, machine learning*; chatbot: *virtual assistant, computer/software program*; advanced: *modern, state-of-the-art, developed, technologically advanced*; programme: *computer/machine code, software, programming languages, a set of instructions*; analyse: *analyse data/information/figures, analysed by a software, examine in detail.*

GRAMMAR

ACTIVE AND PASSIVE CAUSATIVES


Grammar

Active and passive causatives

Remember!

- The active causative is used when the subject causes the object to do something. The pattern means 'to cause someone to do something'.

have + someone + bare infinitive

get + someone + to-infinitive

Example: *The AI expert **had** his assistant **activate** the new robot.*

*I will **get** more people **to join** the technology club.*

- The passive causative is used when the thing is done for the subject by someone else. The pattern means 'to cause something to be done'.

have/get + something + past participle

Example: *The AI expert **had/got** the new robot **activated**.*

1 **Rewrite the sentences using active or passive causatives.**

1. A robot cleans my house every day.

→ I _____

2. My dad arranged for someone to repair our robot vacuum cleaner.

→ My dad _____

3. The shop arranged for a robot to put together our furniture in 10 minutes.

→ We _____

4. They will upgrade his computer to improve its performance.

→ He _____

ACTIVITY 1

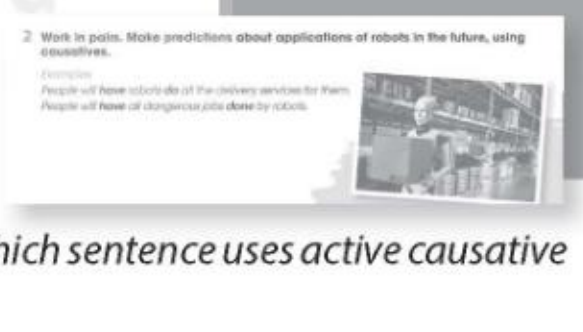
Aim: To help Ss review the use of active and passive causatives.

- Tell Ss to look at the sentences in **4** in **Getting Started**. Ask questions to elicit the grammar point, e.g. *Which two verbs are used in this sentence structure?* (*have* and *get*) *What verb forms follow the objects?* (past participle/*to*-infinitive).
- Have Ss read the explanation and examples in the **Remember!** box. Check understanding and provide more examples if necessary.
- Ask Ss to work individually to rewrite the sentences using the given subjects. Remind Ss that they should use active or passive causatives.
- In weaker classes, do the first sentence as an example.
- Check answers as a class by asking individual Ss to write their sentences on the board.

Key:

1. I have a robot clean my house every day./I get a robot to clean my house every day./I have/get my house cleaned every day by a robot.
2. My dad had/got our robot vacuum cleaner repaired.
3. We had a robot put together our furniture in 10 minutes./We got a robot to put together our furniture in 10 minutes./We had/got our furniture put together in 10 minutes by a robot.
4. He will have/get his computer upgraded to improve its performance.

ACTIVITY 2


2 **Work in pairs. Make predictions about applications of robots in the future, using causatives.**

Example:

*People will **have** robots **do** all the delivery services for them.*

*People will **have** all dangerous jobs **done** by robots.*

Aim: To help Ss practise using causatives in a speaking activity.

- Have Ss read the instructions and example sentences, and make sure they all understand the context and what they have to do.
- Point to the examples and the causative in these sentences. Ask, *Which sentence uses active causative and which uses passive causative?*
- Put Ss in pairs to make predictions about future applications of robots, using active or passive causatives.
- In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can.
- Invite pairs to share their sentences with the whole class.

Suggested answers:

People **will have** robots **perform** surgery/**take care of** patients in hospitals.

Students **will have** their essays **written** by robots.

We **will have** robots **deliver** goods to our doorsteps.

Parents **will have** robots **babysit** their young children.

LESSON 3. READING

AI APPLICATIONS IN EDUCATION

ACTIVITY 1. Pre-reading

Aim: To activate prior knowledge about the topic and get Ss involved in the lesson.

III READING

AI applications in education

1 Work in groups. Discuss what the pictures in the article below show and where you might find these things.

- If possible, ask Ss to brainstorm different applications of AI in daily life, e.g. speech and facial recognition or taxi booking apps, to spark Ss' interest in the topic.
- Focus Ss' attention on the two pictures. Have Ss describe what they see and elicit the two applications.
- Put Ss in pairs to discuss where and how these applications are used.
- Call on some pairs to share their answers.

Suggested answer: Picture 1: Chatbots Picture 2: Virtual reality

We might find the first application in social media messaging apps, messaging platforms and websites, and on browsers and phone calls. We might find virtual reality applications in video games, amusement park rides, field trips in classrooms, museums, guided tours of tourist destinations, etc.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meanings of the words from context.

2 Read the article. Choose the correct meanings of the highlighted words.

TECH NEWS

- Have Ss look at the four words and the answer choices, identify their part of speech, i.e. 1. a noun; 2. an adjective; 3. an adjective; 4. a noun, and guess their meanings first. Then ask them to locate the words in the article.
- Ask them to study the context including the sentences containing the words as well as the neighbouring sentences carefully. They should also replace each word with each of the answer choices or part of it to see which one fits the sentence best.
- Call on individual Ss to read out their answers. Check answers as a class.

Key: 1. C 2. B 3. A 4. B

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information and for inference.

3 Read the article again and choose the correct answer A, B, C, or D.

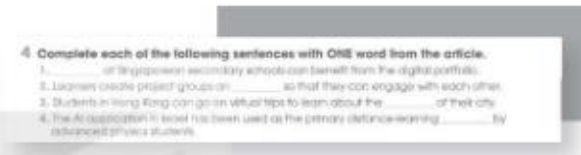
- Ask Ss to read the questions and four options, and underline the keywords in each of them.
- Check the keywords Ss have underlined e.g. 1. *What, students, Singapore, upload, digital portfolio;* 2. *Which, AI chatbots, NOT do;* 3. *Which, one benefit, using VR, Hong Kong schools;* 4. *Which group, NOT benefit, personalised learning app;* 5. *Which AI applications, helpful, students, need, additional tutoring.*
- Ask Ss to scan the text to try to locate the keywords, as well as paraphrases of these keywords. Remind them that in Questions 2 and 4 (negative facts) they must eliminate the answer choices containing the correct information mentioned in the article. Explain that the last question requires them to make inferences to work out the answer, i.e. to use logic and evidence from the text rather than explicit statements.

- Have Ss work in pairs or groups to compare answers.
- In weaker classes, check answers as a class and explain the context clues by highlighting phrases or sentences in the article that contain relevant information in the article, e.g. *The answer to Question 1 is in the fourth sentence of paragraph A, 'This app collects data from the learning and working experience that students upload onto the app.', which matches Option C, 'study and work experience'. In Question 2, Ss should eliminate all the options that are mentioned in paragraph B (A. explain lessons = explain concepts clearly; C. answer questions; D. comment on homework = give feedback on homework), which leaves B as the correct answer.*
- In stronger classes, ask Ss to explain their answer choices by providing clues from the text.

Key: 1. C 2. B 3. A 4. B 5. D

Extension: In weaker classes, make sure that Ss understand all the vocabulary in the text. Put Ss in pairs and have them make a list of any words and phrases they are not familiar with or find hard to understand. Invite pairs to read their lists and elicit the word meanings. Have Ss make sentences with the words and phrases.

ACTIVITY 4. While-reading


4 Complete each of the following sentences with ONE word from the article.
1. _____ of Singaporean secondary schools can benefit from the digital portfolio.
2. Leaders create project groups on _____ so that they can engage with each other.
3. Students in Hong Kong can go on virtual trips to learn about the _____ of their city.
4. The AI application in Israel has been used as the primary distance-learning _____ by advanced physics students.

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the four sentences, and identify the part of speech that is needed to fill in each blank, e.g. 1. *a noun as the subject;* 2. *a noun indicating a place after the preposition 'on';* 3. *a noun followed by the definite article 'the';* 4. *a noun that goes with the compound noun 'distance-learning' to form a meaningful phrase.*
- Have Ss read the text again and identify the paragraphs where they can find the missing words.
- Have Ss work in pairs or groups to compare answers. Check answers as a class.

Key: 1. Students 2. chatbots 3. history 4. platform

Extension: Have Ss play a guessing game. Put them in groups and have each group choose an application. Then invite groups to take turns talking about their chosen application while the rest of the class try to make guesses. You can set some rules for the game, e.g. groups can only describe their applications in one sentence, the class should ask general questions and the group can only answer with *Yes* or *No*. Give a time limit of three minutes to each group.

ACTIVITY 5. Post-reading

5 Work in groups. Discuss the following question.
Which of the AI applications do you think your school can adopt?

Aim: To help Ss use the ideas and language in the reading to express their opinions.

- Put Ss in groups. Have them discuss the question.
- Invite some groups to present their ideas to the class. Praise for interesting ideas and fluent delivery.

Suggested answer:

We think that our school can adopt educational chatbots. This is a great application that can provide additional support to students outside of class time. Educational chatbots can also tutor weaker students. This way these students will be able to keep up with their schoolwork. This will also reduce the workload of many teachers.

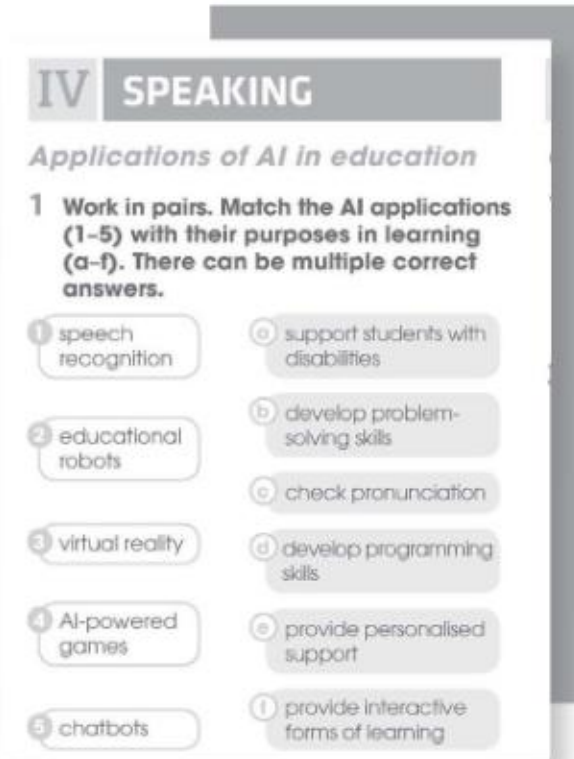
LESSON 4. SPEAKING

APPLICATIONS OF AI IN EDUCATION

Learning outcome: By the end of the lesson, Ss will be able to talk about applications of AI in education.

ACTIVITY 1

Aim: To introduce more ideas for the main speaking task and get Ss involved in the lesson.


IV SPEAKING

Applications of AI in education

1 **Work in pairs. Match the AI applications (1–5) with their purposes in learning (a–f). There can be multiple correct answers.**

1 speech recognition
2 educational robots
3 virtual reality
4 AI-powered games
5 chatbots

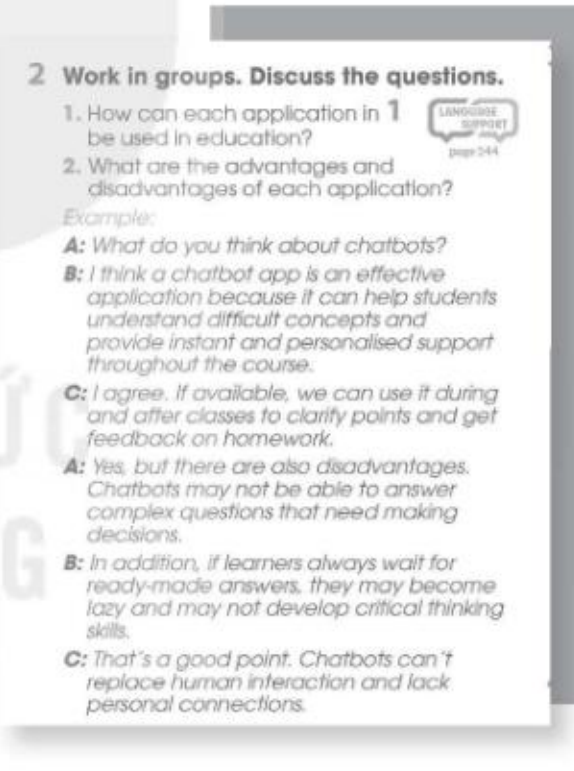
a support students with disabilities
b develop problem-solving skills
c check pronunciation
d develop programming skills
e provide personalised support
f provide interactive forms of learning

- Ask Ss to recap the applications of AI in education from the **Reading** section, e.g. digital portfolio, educational chatbots, VR, personalised learning platform.
- Ask questions such as *Do you know other applications of AI in learning? How is AI used in education? What do these apps aim to achieve?* Encourage Ss to come up with as many ideas as they can, e.g. smart robots, AI-based games, speech recognition.
- Then ask Ss to look at the list of applications in **1** to see if any of their apps are included there. Have them work in pairs and match the AI applications with their purposes in learning. Remind them that some of the purposes can be matched to more than one application.
- Check answers as a class.
- In stronger classes, have Ss come up with more ideas about how each application can be used, e.g. 1. *to create transcripts of lectures or classroom discussions, to create subtitles for educational videos.*

Suggested answers: 1. a, c 2. a, d, f 3. a, f 4. b, f 5. a, e, f

ACTIVITY 2

Aim: To give Ss an opportunity to discuss AI applications in education in groups.


2 **Work in groups. Discuss the questions.**

1. How can each application in 1 be used in education?
2. What are the advantages and disadvantages of each application?

Example:

A: *What do you think about chatbots?*

B: *I think a chatbot app is an effective application because it can help students understand difficult concepts and provide instant and personalised support throughout the course.*

C: *I agree. If available, we can use it during and after classes to clarify points and get feedback on homework.*

A: *Yes, but there are also disadvantages. Chatbots may not be able to answer complex questions that need making decisions.*

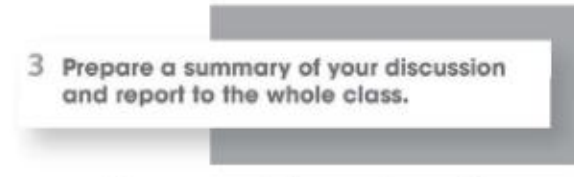
B: *In addition, if learners always wait for ready-made answers, they may become lazy and may not develop critical thinking skills.*

C: *That's a good point. Chatbots can't replace human interaction and lack personal connections.*

- Read the two discussion questions and check understanding.
- Ask three Ss to read the example discussion about chatbots. Ask Ss if they agree with the opinions expressed there.
- Put Ss in groups and have them discuss the two questions. Remind them to take notes of their discussion.
- In weaker classes, write some additional questions on the board and ask Ss to think of appropriate answers, e.g. *Which applications would you like to use in your class/school? How would they support your learning? How would they help you? What difficulties do you think you may have when using the app?*
- Remind Ss of the communication strategies for starting a discussion, keeping a conversation going, and presenting ideas and opinions. Encourage them to refer to the useful expressions in Appendix 1 of their book.
- Walk round the class and provide help if necessary.

ACTIVITY 3

Aim: To give Ss an opportunity to present their group discussion to the class.


3 **Prepare a summary of your discussion and report to the whole class.**

- Ask Ss to continue working in their groups. Assign an application to each group. They should use their notes to prepare a brief summary of their discussion about the application.
- Have a representative from each group describe how the application can be used in education and explain its advantages and disadvantages in front of the class. Encourage the rest of the class to ask questions.

- Praise for good effort, well-structured responses and fluent delivery.

Suggested answers:

- Chatbots can be used in many ways in education. First, they can help us understand the lessons better and provide instant support throughout the course. Second, we can use them outside of class time if we want to clarify any points. However, chatbot apps have some disadvantages. First, chatbots may have limited replies and may not be able to answer critical thinking questions or complex questions that require decision-making. Second, chatbots are machines so they may have faulty software and provide wrong answers. Finally, if we always wait for ready-made answers, we may become lazy and unwilling to do research and discover the answers ourselves.
- Speech recognition can benefit students with disabilities or learning difficulties. The software will allow them to interact with technology and participate in educational activities using their voice, promoting accessibility and inclusion. It can also be used to assist language learners in improving their pronunciation and speaking skills by providing instant feedback on pronunciation accuracy, helping learners refine their language skills through practice and repetition. However, speech recognition systems often require initial training to recognise individual voices and speech patterns, which can be time-consuming. Moreover, speech recognition technologies can be very expensive as the costs of operating and maintaining them can be very high. Additionally, stable Internet connectivity is important for real-time speech recognition, which may present challenges in certain locations or settings.
- Virtual reality (VR) provides a highly interactive environment that can enhance student engagement and learning. It allows students to explore and experience subjects that are difficult to access, such as historical events, distant locations, or microscopic worlds. It also enables experiential learning by simulating real-world scenarios. Students can engage in hands-on activities, experiments, and simulations that promote active learning and practical skill development in some fields such as science, healthcare, and vocational training. However, VR software and devices can be costly to buy and maintain, and most schools can't afford to provide headsets for all students. VR software also requires a certain technical knowledge that teachers may not have.
- Educational robots can help children develop computational thinking, which is one of the basic cognitive skills of mathematical thinking at an early age. This involves developing the mental process we use to solve problems of various kinds through an orderly sequence of actions. Educational robots also promote the development of other cognitive skills such as creativity, adapting to the modern world, learning from mistakes and teamwork. Another benefit of educational robots is that they teach children to become familiar with and learn basic programming concepts, a skill that is becoming more and more important nowadays. Educational robots also have some drawbacks. First, they cannot provide emotional support to students who are struggling or going through a difficult time. Moreover, they cannot adapt to the individual needs of each learner. They can only teach what they are programmed to teach.
- AI-powered games offer a unique mixture of learning and fun that fascinates young minds while fostering their cognitive development. The brilliance of AI games for kids is that they turn learning into a captivating adventure. They help students practise critical thinking and problem-solving skills, learn new concepts, and engage with subjects like language and maths in an enjoyable way. What's more, AI games can be adapted to a child's level of understanding, creating personalised and immersive learning experiences. However, the integration of AI systems and machine learning can result in unpredictable outcomes. This makes it a challenge for developers to predict and control every aspect of the game. This lack of control can sometimes make the gaming experience discouraging or annoying, e.g. the AI may start the AI behaving in different ways from what was originally intended by the creators. Moreover, games that heavily rely on AI can lead to a number of technical problems.

Extension: In stronger classes, put Ss in groups and have them come up with ideas about how the applications can be used in other areas of life or industries, e.g. *speech recognition: in healthcare, it can save time on paperwork and help people with hearing loss.*

LESSON 5. LISTENING

OPERATING A HOME ROBOT

ACTIVITY 1. Pre-listening

Aim: To introduce the topic and get Ss involved in the lesson.

V LISTENING

Operating a home robot

1 **Work in pairs. Discuss the following questions.**

1. Would you like to have a robot to help you in your daily life?
2. What would you like it to do for you?

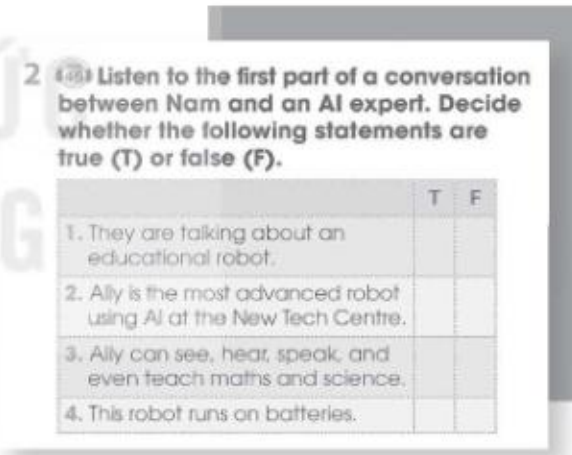
- Remind Ss of the two robots they read about in the conversation in **Getting Started**. Have Ss recap what they are capable of, e.g. *Jessica can talk, answer questions, and translate from different languages*. Elicit from Ss how the two robots can help them in their daily life.
- Ask Ss to work in pairs and discuss the two questions.
- Call on some pairs to share their answers.
- Ask Ss if they or their parents have used or seen robots such as cleaning robots, automowers, robot vacuums and mops, companion robots, etc.
- Explain that they will hear a conversation about a robot in the recording.

Suggested answer:

I would really love to have a robot to help me in my daily life. It would help me do the housework, including cleaning the house, doing the laundry, and cooking meals. It would be perfect if it could play chess, watch TV, and chat about the TV programmes with me in my spare time.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.


2 **Listen to the first part of a conversation between Nam and an AI expert. Decide whether the following statements are true (T) or false (F).**

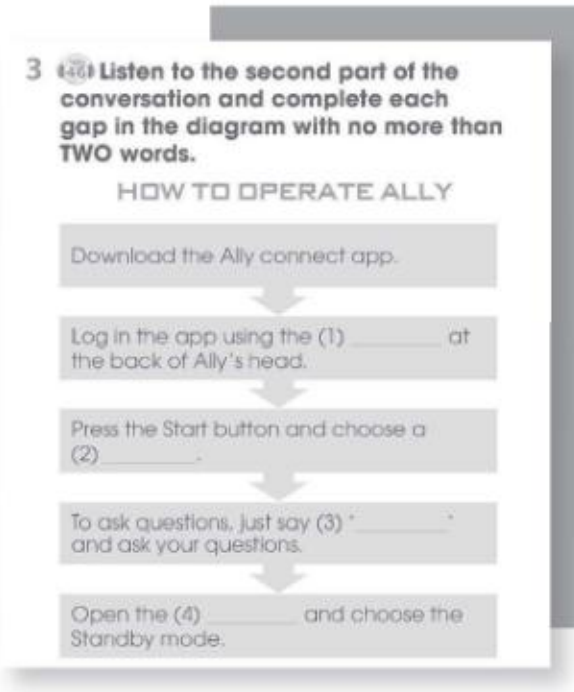
	T	F
1. They are talking about an educational robot.		
2. Ally is the most advanced robot using AI at the New Tech Centre.		
3. Ally can see, hear, speak, and even teach maths and science.		
4. This robot runs on batteries.		

- Have Ss read the four statements, and make guesses before listening. In weaker classes, check understanding.
- Ask Ss to underline keywords in each statement, e.g. 1. *talking, educational robot;* 2. *Ally, most advanced robot, AI;* 3. *Ally, see, hear, speak, teach maths, science;* 4. *robot, runs, batteries.*
- Play the recording and tell Ss to listen and pay attention to the keywords as well as paraphrases of these keywords, e.g. 1. *Nam says 'I'd like to know more about the home robots at the New Tech Centre.' so the statement is false.*
- Have Ss compare their answers in pairs or groups.
- Check answers as a class and confirm the correct ones. Invite individual Ss to provide evidence from the conversation for each answer and correct the false ones.
- In weaker classes, play the recording again, pausing at the places where they can find the information.

Key: 1. F 2. T 3. T 4. F

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.


3 Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words.

HOW TO OPERATE ALLY

Download the Ally connect app.

Log in the app using the (1) _____ at the back of Ally's head.

Press the Start button and choose a (2) _____.

To ask questions, just say (3) "_____" and ask your questions.

Open the (4) _____ and choose the Standby mode.

- Have Ss look at the diagram and read each section. Check understanding.
- Ask Ss to underline the keywords, and guess the type of information to fill in each blank, e.g. 1. *what is at the back of Ally' head;* 2. *what to choose after pressing the Start button;* 3. *what should users say to ask questions;* 4. *what to open.* Remind Ss that they may hear paraphrases of the statements on the recording so they should listen for synonyms or phrases with similar meanings.
- In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening.
- Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than two words in each blank).
- Have Ss compare their answers in pairs or groups.
- Check answers as a class. Invite individual Ss to read out the word or phrase in each blank.
- In weaker classes, have Ss listen again, pausing at the places where Ss can find the information.

Key: 1. serial number 2. function 3. Hey Ally 4. app

Audio script – Track 45:

Nam: Excuse me, Ms Stewart. I'd like to know more about the home robots at the New Tech Centre.

Ms Stewart: No problem, Nam. I'll introduce you to Ally. It's the most advanced home robot using artificial intelligence to perform tasks.

Nam: So what can it do?

Ms Stewart: Well, it can see, hear, speak, and even interact with you. It understands several languages and can even teach you maths and science.

Nam: Wow, that's amazing. Does it run on batteries?

Ms Stewart: No, it's eco-friendly. It uses solar energy.

Audio script – Track 46:

Nam: How is Ally controlled?

Ms Stewart: Well, it's programmed in advance so you can control it by using the Ally connect app, but you need to download it first to your phone.

Nam: OK, sounds easy. What's the next step?

Ms Stewart: Log in to the app using the serial number printed at its back head. Then you press the Start button and choose the function you want it to perform.

Nam: Great! I can remotely move Ally through the app from anywhere in the world!

Ms Stewart: That's right. You can also control Ally by voice commands, such as 'Hello Ally. Move forward.'

Nam: Is it capable of answering questions?

Ms Stewart: Yes, of course. Just say 'Hey Ally' followed by a question and it'll give you the answer.

Nam: When Ally finishes a task, what should I do?

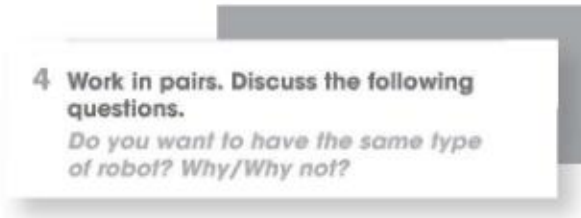
Ms Stewart: A notification will be sent to your phone when Ally completes it. Open the app, choose Standby mode and Ally will get back to its charging station.

Nam: Great! I hope I can save enough money to buy this amazing robot!

Extension: Put Ss in groups and have them draw a picture of Ally based on what they know about the robot from the conversation. Encourage them to also use their imagination when drawing details not mentioned on the recording, e.g. size, shape, appearance, resemblance to humans, etc. Invite some groups to present their drawings to the class.

ACTIVITY 4. Post-listening

Aim: To give Ss the opportunity to use the ideas and language in the listening to give opinions and reasons.


4 Work in pairs. Discuss the following questions.
Do you want to have the same type of robot? Why/Why not?

- Ask Ss to work in pairs and discuss the questions. In weaker classes, recap all the things that Ally can do.
- Walk round the class and offer help if necessary.
- Call on Ss from different pairs to share their ideas with the class.

Suggested answers:

I would like to have a robot like Ally at home because it can become my friend and help me with my studies. It can teach me maths, science, and language skills. I also like Ally because it is an eco-friendly robot and runs on renewable energy.

I want to have a home robot, but I want it to have more functions than Ally has. I think a home robot should be able to clean the house, cook meals, and even go to the supermarket to buy food.

LESSON 6. WRITING

AN ESSAY ABOUT THE ADVANTAGES AND DISADVANTAGES OF HOME ROBOTS

Learning outcome: By the end of this lesson, Ss will be able to write an essay discussing the advantages and disadvantages of home robots.

ACTIVITY 1

Aim: To help Ss generate ideas for their writing.

VI WRITING
An essay about the advantages and disadvantages of home robots
1 Work in pairs. Read the notes and decide which are advantages (+) and which are disadvantages (-) of home robots. Then add the sentences (A–D) in the box to support each advantage or disadvantage.
Advantages/ Disadvantages | Ideas
A. They may lose their critical thinking skills.
B. They can work without a break and provide 24/7 service.
D. They need to be programmed to perform each task.

- In stronger classes, put Ss in pairs and have them discuss the advantages and disadvantages of having a home robot. Remind them of Ally from the **Listening** section and the things it can do.
- In weaker classes, recap the advantages of having Ally as a home robot. Elicit some disadvantages by asking questions such as *What will happen if the robot gets broken? In case of emergency, do you think a robot will be able to dial the emergency phone number? What will happen if we become completely dependent on robots?*
- Ask Ss to read the statements and check if their ideas are included. In weaker classes, check comprehension and explain that each advantage or disadvantage is supported by two reasons or examples, but only one is given. The other one is in the word box.
- Give Ss a few minutes to decide which are advantages and which are disadvantages, and add the additional reasons to the correct statements.
- Call on some pairs to share their answers.
- Confirm the correct answers as a class.

Key:

Advantages/ Disadvantages	Ideas
+	People will have more time for leisure activities and family bonding. • Robots can do repetitive and boring jobs. • (1) They can work without a break and provide 24/7 service. (B)
–	Humans can become dependent on AI technologies. • (2) They may lose their critical thinking skills. (A) • They may become lazy.
–	The cost of development and maintenance of robots is high. • Robots need expensive spare parts. • (3) They need to be programmed to perform each task. (D)
+	They can answer questions about many topics. • (4) They can interact and play games with people. (C) • They can provide information and entertainment.

Extension: Put Ss in pairs and have them come up with more advantages and disadvantages of robots, e.g. Advantages: *Robots can provide personal and home security; They can monitor our health*; Disadvantages: *They cannot respond in times of danger; They will increase the wealth inequality as only the rich can afford them.*

ACTIVITY 2

Aim: To help Ss practise writing an essay to discuss the advantages and disadvantages of home robots.

2. Write an essay (100-200 words) about the advantages and disadvantages of home robots, using the ideas in 1 and the suggested outline below.

Introduction

Body

Conclusion

- Ask Ss to study the outline and the useful expressions, and check understanding.
- Review the structure of a discussion essay. Remind them that in the **Writing** section in Unit 2 they were asked to produce a one-sided argumentative essay, i.e. introducing and supporting only one point of view. Explain that now they are going to write a discussion essay or two-sided argumentative essay presenting both points of view.
- Put Ss in groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in **1** and think of supporting evidence and examples.
- Have Ss work individually to write their first draft. Set a time limit for the task. Walk round the class to give further support if needed.
- When Ss finish writing, give them a few minutes to check their essays.
- Then put Ss in pairs and ask them to swap their draft essays for peer review. Encourage them to comment on each other's ideas, vocabulary, and grammar. If time allows, ask Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

Suggested answer:

The pros and cons of home robots

AI technologies have given us many amazing opportunities. One of them is using smart robots to perform different tasks at home. People are beginning to use different home robots, but we need to consider both the advantages and disadvantages that they can bring.

Using home robots has several advantages. First, they can clean our houses, do the laundry, and water the plants. They will never complain about doing all the repetitive and boring tasks. Robots can also help us spend more quality time with our families. We will have more time for leisure

activities and family bonding. Second, home robots can provide information and entertainment. They are programmed to answer questions about many topics. They can also keep us entertained by performing music or playing games with us.

However, there are also disadvantages of having a home robot. First, all the robots and other intelligent machines are designed by human beings. They need to be pre-programmed by engineers and can only follow a set of instructions. If a robot breaks down, it will be expensive to repair. In addition, we may start relying on home robots too much. We may become lazy and use our brains less and less. This way we may lose our ability to think critically.

In conclusion, home robots are designed to make our lives easier and happier. However, we should not become too dependent on them if we don't want to lose important life skills.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

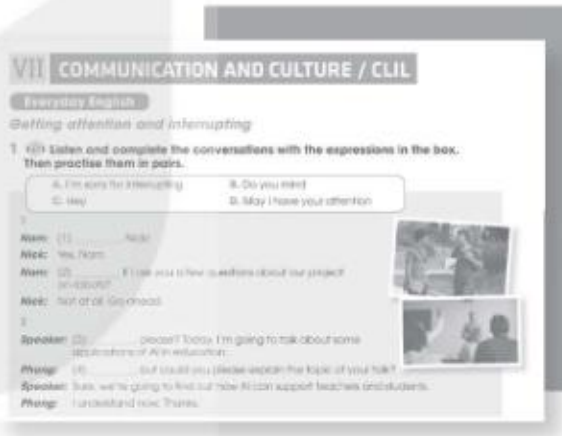
EVERYDAY ENGLISH

GETTING ATTENTION AND INTERRUPTING

ACTIVITY 1

Aims:

- To provide model conversations in which speakers get attention and interrupt each other;
- To review expressions for getting attention and interrupting.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Getting attention and interrupting

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. I'm sorry for interrupting B. Do you mind

C. Hey D. May I have your attention

- Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about? What is the difference between Conversation 1 and Conversation 2?* (The first conversation is between friends and is informal, while the second one is between people who may not know each other and involves formal language.)
- Give Ss a few minutes to read the expressions in the box and check understanding.
- In stronger classes, encourage Ss to fill in the gaps based on context clues.
- Have Ss listen and complete the conversations, then confirm their answers.
- Check answers by asking two Ss to read out the conversations.
- Have Ss underline expressions used to get attention, e.g. *Hey, May I have your attention*; and interrupt, e.g. *Do you mind, I'm sorry for interrupting*.
- Put Ss in pairs and have them practise the conversations.
- Invite some pairs to role-play the conversations in front of the class.

Key: 1. C 2. B 3. D 4. A

Audio script – Track 47:

1.

Nam: Hey, Nick!

Nick: Yes, Nam.

Nam: Do you mind if I ask you a few questions about our project on robots?

Nick: Not at all. Go ahead.

2.

Speaker: May I have your attention, please? Today, I'm going to talk about some applications of AI in education.

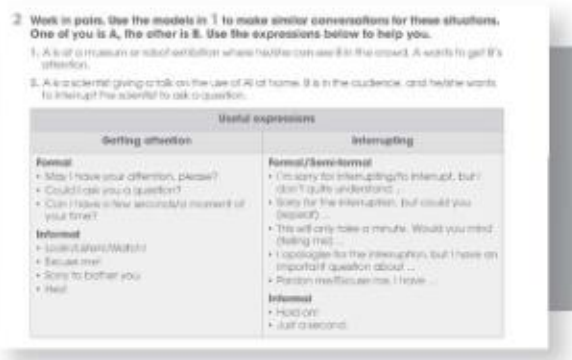
Phong: I'm sorry for interrupting, but could you please explain the topic of your talk?

Speaker: Sure, we're going to find out how AI can support teachers and students.

Phong: I understand now. Thanks.

ACTIVITY 2

Aim: To help Ss practise getting attention and interrupting.


2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A is at a museum or robot exhibition where he/she can see B in the crowd. A wants to get B's attention.
2. A is a scientist giving a talk on the use of AI at home. B is in the audience, and he/she wants to interrupt the scientist to ask a question.

Useful expressions

Getting attention	Interrupting
Formal • May I have your attention, please? • Could I ask you a question? • Can I have a few seconds/a moment of your time?	**Formal/Semi-formal** • I'm sorry for interrupting/to interrupt, but I don't quite understand ... • Sorry for the interruption, but could you (repeat) ... • This will only take a minute. Would you mind (telling me) ... • I apologise for the interruption, but I have an important question about ... • Pardon me/Excuse me, I have ...
Informal • Look/Listen/Watch! • Excuse me! • Sorry to bother you. • Hey!	**Informal** • Hold on! • Just a second.

- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, i.e. situations in which they were required to get someone's attention or interrupt people.
- Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversations that Ss can replace with information from the new situations. You can also write some prompts on the board.
- Go through the **Useful expressions** in the box and remind Ss to use them in their conversations.
- Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. how they want to start each conversation, which museum or what kind of robot exhibition they are visiting, what expressions to use to get their friend's attention and interrupt the speaker.
- Walk round the class and provide help if needed.
- Call on some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for getting attention and interrupting, clear pronunciation, and fluent delivery.

Suggested answers:

1.

A: Hey, Long.

B: Oh, hi, Mai. I didn't expect to see you here. It's a great exhibition of 21st-century robots, isn't it?

A: Yes, it is. Oh look! There's also a VR tour of the robots of the future.

B: Sounds exciting! Shall we do the tour together?

A: Yes, good idea.

2.

A: ... So I have talked about the use of AI in education. Now, let's move on to applications of AI in our home.

B: Sorry for interrupting you, Dr Peterson, but before you start the new topic, could I ask a question?

A: No problem. Go ahead.

B: Thank you. Would you mind telling us more about the challenges of using AI chatbots in the classroom?

A: That's a good question. First, chatbots can distract students in the classroom. Second, they can make you dependent on technology. Finally, they may provide wrong answers if there are errors or bugs in the software.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

CLIL

THE EVOLUTION OF ROBOTS

ACTIVITY 1

Aim: To help Ss learn about the evolution of robots.

CLIL

1 Read the text and complete the timeline showing the evolution of robots.

THE EVOLUTION OF ROBOTS

The word "robot" was first used in 1920. It comes from the Czech word "robota", which means "forced labour" used in a play by Karel Capek to describe artificial people.

In 1949, the British inventor William Grey Walter introduced the first machine which could slowly move in response to light stimulus. Ten years later, the first industrial robotic arm was installed at a General Motors plant in the US. Such robots are mostly used in car and computer industries.

The first robot to use Artificial Intelligence was known as Shakey. It was developed at Stanford Research Institute between 1966 and 1972. Shakey could observe its surroundings, create a plan, and find its way across a room or push a box along the floor. Twenty years later, a walking robot called Dante, which was capable of climbing steep slopes, was built to go into active volcanoes.

The late 1990s marked a milestone in the history of robots when Kismet, a robotic head designed to provoke and react to emotions, was created.

Since the beginning of the 21st century, more robots have been created to improve our life. The first self-driving car was launched on 8 October 2010 when a Volkswagen Touareg named "Stanley" won a racing competition across the desert. In 2012, the AI expert Geoffrey Hinton and his team created the first accurate visual recognition system.

In 2016, Sophia, a human-like robot was introduced. Sophia can imitate human gestures and facial expressions and is able to answer certain questions and to make simple conversations.

In the future, we may see more robots and AI applications. Whether we accept them or not, they will continue to play an important role in all aspects of our lives.

1949 — First machine that could move slowly

1972 — Shakey (first AI robot)

(2) — Stanley

2016 — Sophia

(1) — (an) industrial robotic arm

Late 1990s — (3)

2013 — (4) ... system

- Ask Ss some questions to find out what they already know about the topic, e.g. *Have you ever had/met a robot? When did the first robot appear? How have robots changed over the years?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What type of robots were first introduced? In which field(s) are robots being used? Can you list some examples of robots?*
- Put Ss in pairs. Ask them to read the text and complete the timeline illustrating the evolution of robots with the correct years or words. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key: 1. 1959 2. Kismet 3. 2005 4. visual recognition

ACTIVITY 2

Aim: To help Ss relate what they have learnt about robots to the situation in Viet Nam.

2 Work in pairs. Discuss the following questions.

What types of AI are widely used in Viet Nam? How do you think robots and AI will develop in Viet Nam in the future?

- Ask Ss to work in pairs to discuss the two questions.
- In weaker classes, ask questions to brainstorm ideas as a class, e.g. *Is AI being used in Viet Nam? How?*
- To answer the first question, encourage Ss to think of some fields in which AI is being applied, e.g. *education (Google search, ChatGPT, Grammarly), the workplace (facial recognition, auto-answer apps), home (robot cleaner, facial recognition), entertainment (VR).*
- Then have them come up with some ideas about how robots and AI will be used in the future. Ask prompt questions such as *What kind of jobs will AI replace? How will AI be used in healthcare? Do you think it will help treat and eliminate serious or fatal diseases or birth defects?*
- Invite some pairs to present a summary of their discussion to the class.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested answers:

Artificial intelligence (AI) and machine learning have become very popular in Viet Nam. For example, AI apps such as Google search, ChatGPT, and Grammarly, are used in education, while many facial recognition and auto-answer apps are used in the workplace. Facial and speech recognition apps are also used at home. Robot cleaners are becoming popular as well. Virtual reality is also used in the entertainment industry.

In the future, AI will be used in healthcare a lot more. It will also help diagnose and treat neurological disorders like Alzheimer's and Parkinson's. It will also be used to detect birth defects in early pregnancy. Moreover, AI will be able to decode brain activities and change it to continuous text, which means it can translate for people who struggle to speak. There will be a lot more advanced robots in all industries and they will take up most of the manual jobs. In education, robots will be capable of teaching all subjects.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

PRONUNCIATION

Aim: To help Ss review homophones.

VIII LOOKING BACK

Pronunciation

VIII Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs.

1. People are not allowed to talk **aloud** in the library.
2. Students felt very **bored** when their teacher kept writing on the board.
3. **Where** can I buy some new clothes to wear to the party?
4. Robots don't **know** how to say 'No'.

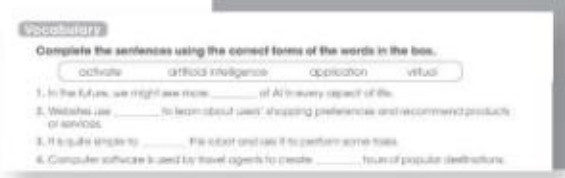
- Elicit from Ss what a homophone is and ask them to give you some examples. In weaker classes, write them on the board.
- Ask Ss to read the sentences and check understanding.
- Have Ss listen and underline the homophone of the word in bold in each sentence, then compare their answers in pairs.
- Play the recording again for Ss to check their answers.
- Have Ss practise saying the sentences out loud in pairs, paying attention to the homophones.

Key + Audio script – Track 48:

1. People are not allowed to talk **aloud** in the library.
2. Students felt very **bored** when their teacher kept writing on the board.
3. **Where** can I buy some new clothes to wear to the party?
4. Robots don't **know** how to say 'No'.

VOCABULARY

Aim: To help Ss revise words they have learnt in this unit.


Vocabulary

Complete the sentences using the correct forms of the words in the box.

activate | artificial intelligence | application | virtual

1. In the future, we might see more _____ of AI in every aspect of life.
2. Websites use _____ to learn about users' shopping preferences and recommend products or services.
3. It is quite simple to _____ the robot and ask it to perform some tasks.
4. Computer software is used by travel agents to create _____ tours of popular destinations.

- Ask Ss to read each sentence and check comprehension.
- Tell Ss to study the context carefully and decide on the suitable word to complete each sentence.
- Have Ss check their answers in pairs or groups.
- Check answers as a class by asking individual Ss to read the sentences.

Key: 1. applications 2. artificial intelligence 3. activate 4. virtual

GRAMMAR

Grammar

Choose the option A, B, C, or D that is closest in meaning to each of the given sentences.

1. I am going to have my broken laptop fixed by the computer shop.
   A. I am going to ask the computer shop to fix my broken laptop.
   B. I am going to learn how to fix my broken laptop at the computer shop.
   C. I am going to fix my laptop with the computer shop.
   D. Someone advised me to fix my broken laptop at the computer shop.
2. When we were away, our home robot walked and fed our pets.
   A. We had our pets walk and feed our home robots when we were away.
   B. We bought a robot when we were away, which could walk and feed our pets.
   C. We had our home robot walk and feed our pets when we were away.
   D. Our pets walked and ate with our home robot when we were away.
3. A mechanic installed a smart lock on her front door yesterday.
   A. A mechanic had her install a smart lock on her front door yesterday.
   B. A mechanic had a smart lock installed on her front door yesterday.
   C. She and a mechanic installed a smart lock on her front door yesterday.
   D. She got a mechanic to install a smart lock on her front door yesterday.
4. We often use an app called Easy to check our essays.
   A. An app called Easy often has us check our essays.
   B. We often get our essays checked by an app called Easy.
   C. An app called Easy often has our essays checked for us.
   D. We often have an app called Easy checked by our essays.

- Ask Ss to read sentences and check understanding.
- Have Ss do the activity individually, then compare their answers in pairs or groups.
- Check answers by asking individual Ss to read the correct sentences and elicit the type of causative (active or passive).
- In stronger classes, ask Ss to go through each answer choice and explain why it can't be the correct answer.

Key: 1. A 2. C 3. D 4. B

PROJECT

AI IN OUR DAILY LIVES

PROJECT

AI IN OUR DAILY LIVES

Your class is organising a Technology Fair. The theme is 'AI in our daily lives'. Work in groups. Think of a way of using AI in your daily life. This can be an existing or a new application. Use these questions as cues.

- What is the AI application? (If it is a new application, give it a name.)
- What is its purpose?
- How does it work?
- How will it improve your life?

Present your idea to the class in the form of an oral presentation, a poster, or a leaflet.

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster/an oral presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is presenting a new or existing idea about an AI application.
- Have Ss work in their groups. Give them a few minutes to get ready for their presentation. If they have designed a poster or a model of their app, ask them to display their work in advance and decide who is going to stand next to the group's poster/model, and answer questions about it. They should also think about what questions the rest of the group can ask as they walk around the classroom and view other groups' posters/models.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while viewing their classmates' posters/models and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Give Ss enough time to study all posters/models and complete the checklists. Then have them sit down and vote for the best poster/model.
- You can also give Ss marks for their posters/models and presentations as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters concluded their talk appropriately.		

CONTENT: *Our presentation includes the following information:*		
– the AI application's name		
– its purpose		
– how it works		
– how it will improve your life		
DESIGN/ORGANISATION		
– The poster/model is well-organised/well-constructed.		
– The poster/model is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

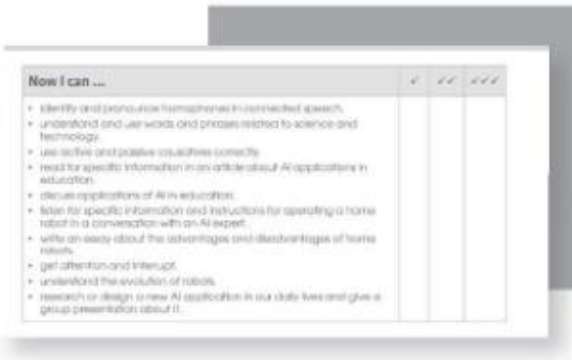
Suggested checklist for self-assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I concluded (my part of) the talk appropriately.		
CONTENT: *Our presentation includes the following information:*		
– the AI application's name		
– its purpose		
– how it works		
– how it will improve your life		
DESIGN/ORGANISATION		
– The poster/model is well-organised/well-constructed.		
– The poster/model is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		
Things I could have done better		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.



Unit 7

THE WORLD OF MASS MEDIA

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and pronounce linking /r/ between two vowels;
- understand and use words and phrases related to the mass media;
- use adverbial clauses of manner and result correctly;
- read for main ideas, specific information, and the writer's views in an article comparing digital media and traditional media;
- compare different types of mass media;
- listen for specific information and attitudes towards fake news;
- write a description of pie charts;
- make small talk;
- learn about two types of mass media used around the world;
- prepare a comparison of two types of mass media and present it to the class.

LESSON 1 . GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review the previous unit and revise some of the target words Ss have learnt by having Ss play a game of Word pairs. Ask Ss to come up with nouns, verbs, and adjectives from Unit 6, e.g. *application, virtual, analyse*, and write them on a piece of paper. Emphasise that their lists should include different word classes. Then, put Ss in pairs. Have them combine words from each other's list to make meaningful phrases, e.g. *virtual reality, analyse data, advanced technology*. Have pairs read out their newly formed phrases for the rest of the class to decide if they are correct. Alternatively, write down the words on pieces of paper before the class. Give each student a word at random. Then ask them to stand up and walk around the class to find a partner with a word that can be combined with theirs to make a meaningful phrase. Have each pair read their phrase.
- Lead into the unit topic. Write topic-related words such as *radio, TV, newspapers,* or *the Internet* on the board. Ask Ss to find the similarity between these words, i.e. *They are all examples of sources of information, which can reach many people*. Write the phrases *sources of information* and *can reach many people* on the board. Underline the first phrase and write the word *media* next to it. Similarly, underline the second one and write the word *mass* next to it. Explain to Ss that the mass media refers to sources of information, such as radio, TV, and newspapers, that can reach many people. Tell them that this is what they are going to learn about in this unit.
- Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar point to be learnt in the unit.

I GETTING STARTED

Promoting a charity event

1 Listen and read.

Mark: Hi, Mai. What's up? You look so worried!

Mai: I'm so stressed! The school charity club is planning a music show, and I'm in charge of the publicity for the event. But it's so difficult to think of ways to attract people's attention. There hasn't been much interest so far.

Linda: Why don't you place an advert in the local newspaper? Everybody reads it, and I'm sure an advert there can help draw attention to the event.

Mai: It'll be too expensive. I'm afraid we can't afford to promote the show as if it were a big profit-making event.

Mark: I see ... How about putting up posters in the area?

Mai: Well, they're not expensive, but there're so many of them that viewers may not pay enough attention to our poster.

Mark: How about the Internet?

Mai: You mean running commercials online? That will cost lots of money, too.

Mark: Not necessarily. We can post information on social media sites, which is free and effective. In fact, they are such popular tools of communication nowadays that everybody uses them to advertise products and events, and connect with people.

Mai: I've thought of that, but I don't have a big social media presence like you do.

Linda: Well, perhaps you should consider all of our suggestions. First, I'll phone the local newspaper to see if they offer any discounts for charity advertising.

Mark: And I can help you promote the event on the Internet. Let's get together this afternoon to design some posters, too.

Mai: Thanks so much! See you then.

- Ask Ss to look at the pictures, the heading, and the conversation, and ask questions, e.g. *Who are the speakers?* (Mai and her friends, Mark and Linda) *What do you think they are discussing?* (the promotion of a charity event) *What types of mass media are included in the mind map in the first picture?* (Internet, TV, radio, etc.) *What do you think the people are doing in the second picture?* (They are working together, using different types of media.)
- Play the recording twice for Ss to listen and read silently along. Have Ss underline words and phrases used to describe mass media.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Call on three Ss to read the conversation aloud.

Audio script – Track 49:

Mark: Hi, Mai. What's up? You look so worried!

Mai: I'm so stressed! The school charity club is planning a music show, and I'm in charge of the publicity for the event. But it's so difficult to think of ways to attract people's attention. There hasn't been much interest so far.

Linda: Why don't you place an advert in the local newspaper? Everybody reads it, and I'm sure an advert there can help draw attention to the event.

Mai: It'll be too expensive. I'm afraid we can't afford to promote the show as if it were a big profit-making event.

Mark: I see ... How about putting up posters in the area?

Mai: Well, they're not expensive, but there're so many of them that viewers may not pay enough attention to our poster.

Mark: How about the Internet?

Mai: You mean running commercials online? That will cost lots of money, too.

Mark: Not necessarily. We can post information on social media sites, which is free and effective. In fact, they are such popular tools of communication nowadays that everybody uses them to advertise products and events, and connect with people.

Mai: I've thought of that, but I don't have a big social media presence like you do.

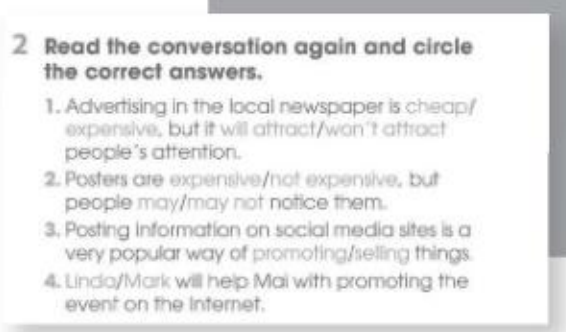
Linda: Well, perhaps you should consider all of our suggestions. First, I'll phone the local newspaper to see if they offer any discounts for charity advertising.

Mark: And I can help you promote the event on the Internet. Let's get together this afternoon to design some posters, too.

Mai: Thanks so much! See you then.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.


2 **Read the conversation again and circle the correct answers.**

1. Advertising in the local newspaper is cheap/expensive, but it will attract/won't attract people's attention.
2. Posters are expensive/not expensive, but people may/may not notice them.
3. Posting information on social media sites is a very popular way of promoting/selling things.
4. Linda/Mark will help Mai with promoting the event on the Internet.

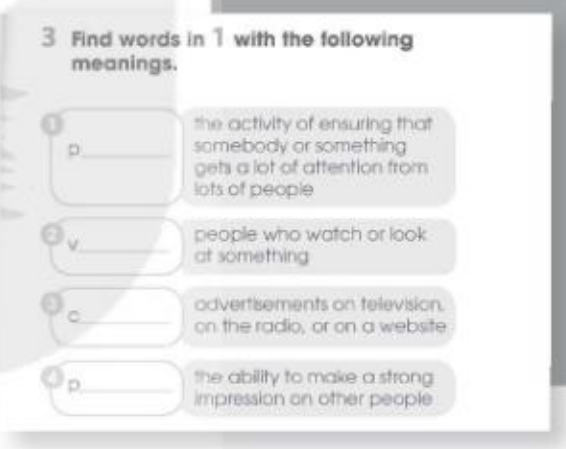
- Ask Ss to read the four sentences and check comprehension.
- Ask them to identify and underline the keywords in the statements first, e.g. 1. *advertising, local newspaper*. Then have them read the conversation again and locate the part that contains the information or implies the answer, i.e. in Question 4, Ss can infer that Mark will help Mai promote the event on the Internet from Mark's last line, *And I can help you promote the event on the Internet*.
- Have Ss work in pairs to discuss and compare their answers.
- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answers.

Key: 1. expensive; will attract 2. not expensive; may not 3. promoting 4. Mark

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Why is Mai stressed? What is she in charge of? What does Linda suggest? Why doesn't Mai want to promote the event in the local newspaper?*

ACTIVITY 3

Aim: To introduce words related to the mass media.


3 **Find words in 1 with the following meanings.**

1. p_____ the activity of ensuring that somebody or something gets a lot of attention from lots of people
2. v_____ people who watch or look at something
3. c_____ advertisements on television, on the radio, or on a website
4. p_____ the ability to make a strong impression on other people

- Have Ss look at the first letters of the words. Explain that these words are often used to describe the mass media and they are all in the conversation in **1**.
- Ask Ss to read the definitions and find words with the initial letters that match the definitions.
- Check answers as a class. In weaker classes, focus on the last item in the phrase *social media presence*, and elicit its meaning, i.e. how present or visible a brand or person is on social media platforms, and how they are described or presented.

Key: 1. publicity 2. viewers 3. commercials 4. presence

Extension: Put Ss in groups and have them come up with collocations with the words, e.g. *publicity – good/bad publicity, national/wide publicity, publicity campaign, attract/avoid publicity*. In stronger classes, ask Ss to make sentences with the new collocations.

ACTIVITY 4

Aim: To help Ss identify adverbial clauses of manner and result.

4 **Match the two clauses to make sentences used in 1.**

1. They can't afford to promote the show
2. Mai doesn't have a big social media presence
3. There're so many posters
4. They are such popular tools of communication nowadays

a. that everybody uses them to advertise products and events and connect with people.
b. as if it were a big profit-making event.
c. like Mark does.
d. that viewers may not pay enough attention to their poster.

- Tell Ss to read the clauses and check understanding.
- Encourage them to identify the connectives, i.e. the words used to connect the clauses.
- In weaker classes, have Ss read the conversation again and find the sentences. Explain that some of the sentences may use different subjects, e.g. '*They*' *is* '*we*' *in the conversation.*
- Ask Ss to do the matching individually.
- Check answers as a class by asking individual Ss to read the sentences.
- Elicit the two types of adverbial clauses, e.g. to indicate manner (1. b, 2. c) and result (3. d, 4. a).

Key: 1. b 2. c 3. d 4. a

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 7, the **Project** section, and say what the topic of the project is (*The pros and cons of mass media*).
- Explain the project requirements: Ss will have to give an oral presentation to compare the pros and cons of two types of mass media of their choice. Their presentation should cover the questions listed in the **Project** section. Encourage Ss to use graphic organisers to present their comparisons and include other suitable visuals.
- Suggest some steps Ss can follow: 1) Collecting information by searching the Internet, interviewing users of the two types of mass media, etc.; 2) Organising the information, ideas, and visuals, and creating their presentation slides and/or scripts; 3) Practising presenting and answering questions about the content.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

PRONUNCIATION

LINKING /r/ BETWEEN TWO VOWELS

ACTIVITY 1

Aim: To help Ss recognise and practise linking /r/ between two vowels.

- Write the word *law* on the board and have Ss say the word. Then add *and order*, and say the phrase, *law and order*, using a linking /r/ sound between the first two words. Ask Ss to tell you what sound they hear and elicit the pronunciation point.

II LANGUAGE

Pronunciation

Linking /r/ between two vowels

Remember!

In natural and fast connected speech, a linking /r/ sound can appear between the vowel of one word ending in /əʊ/, /ɔː/, /ɜː/, /ɑː/, /eə/, /ɪə/, or /ʊə/ and the vowel of the next word.

1 Listen and repeat. Pay attention to the linking /r/. Then practise saying the sentences in pairs.

1. I'm sure an advert there can help draw attention to the event.
2. We can't afford to promote the show as if it were a big profit-making event.
3. Perhaps you should consider all of our suggestions.
4. I'll phone the local newspaper to see if they offer any discounts for charity advertising.

- Have Ss read the explanation in the **Remember!** box and check understanding. Make sure Ss are familiar with the phonetic symbols. If necessary, provide examples of words beginning and ending in these vowels.
- Ask Ss to listen to the recording. Have them pay attention to the linking /r/ marked in each sentence. In weaker classes, explain why the linking /r/ occurs in each case, e.g. 1. *There is a linking /r/ between the two words because 'sure' ends in the vowel /ʊə/ and 'an' starts with the vowel /ə/.*
- Play the recording and ask Ss to listen and repeat, trying to pronounce the linking /r/ sound.
- Ask Ss to practise reading the sentences aloud in pairs.

Audio script – Track 50:

1. I'm sure‿an advert there can help draw‿attention to the event.
2. We can't afford to promote the show as if it were‿a big profit-making event.
3. Perhaps you should consider‿all of our suggestions.
4. I'll phone the local newspaper to see if they offer‿any discounts for charity advertising.

Notes: It is sometimes distinguished between linking /r/ and intrusive /r/ in natural and fast connected speech in English.

Linking /r/ appears when we connect the final /r/ sound of one word with the beginning vowel sound of the next word, e.g. 1. sure‿an.

Intrusive /r/ appears when a word ends in a vowel sound is followed by a word beginning with a vowel sound, e.g. 2. draw‿attention.

ACTIVITY 2

2 Mark (‿) the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences.
1. I saw an interesting advert about the charity event.
2. Traditional mass media, for example, TV and newspapers, are still popular.
3. There are more adverts on TV nowadays.
4. There is a law against sharing private photos without permission.

Aim: To help Ss recognise and practise linking /r/ between two vowels.

- Ask Ss to read the sentences and check understanding.
- Have Ss work in pairs to mark the places where the linking /r/ occurs.
- Then play the recording. Ask them to listen and check their answers.
- Have Ss practise reading the sentences aloud in pairs.

Key + Audio script – Track 51:

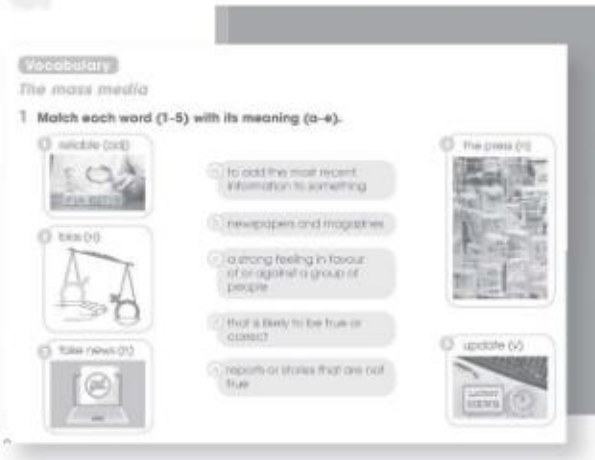
1. I saw‿an interesting advert about the charity event.
2. Traditional mass media, for‿example, TV and newspapers, are still popular.
3. There‿are more‿adverts on TV nowadays.
4. There‿is a law‿against sharing private photos without permission.

Extension: Put Ss in two teams. Have each team come up with words ending in one of the vowel sounds listed in the **Remember!** box. Give them three minutes and ask them to write as many as they can on pieces of paper. Have teams swap their words. Explain that now Ss must write a word beginning with a vowel next to each of their new words, i.e. the words given to them by the opposite team. They should also make sure that the new phrases make sense. Provide some examples, e.g. *media, saw, car, four: media attention, saw Emily, car owner, four apples.*

VOCABULARY

THE MASS MEDIA

ACTIVITY 1

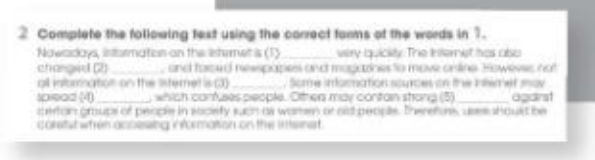

Vocabulary
The mass media
1 Match each word (1–5) with its meaning (a–e).
1 reliable (adj)
2 bias (n)
3 fake news (n)
4 the press (n)
5 update (v)
a to add the most recent information to something
b newspapers and magazines
c a strong feeling in favour of or against a group of people
d that is likely to be true or correct
e reports or stories that are not true

Aim: To introduce words and phrases related to the mass media.

- Ask Ss to read the five definitions and check understanding.
- Have Ss match the words with their meanings. Encourage them to use the pictures to help them work out the meanings of the words.
- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.
- Check answers as a class.

Key: 1. d 2. c 3. e 4. b 5. a

ACTIVITY 2


2 Complete the following text using the correct forms of the words in 1.
Nowadays, information on the Internet is (1)_____ very quickly. The Internet has also changed (2)_____ and forced newspapers and magazines to move online. However, not all information on the Internet is (3)_____. Some information sources on the Internet may spread (4)_____ which confuses people. Others may contain strong (5)_____ against certain groups of people in society such as women or old people. Therefore, users should be careful when accessing information on the Internet.

Aim: To help Ss practise using the words in **1** in meaningful contexts.

- Tell Ss to read the text carefully and decide which word in **1** can be used to complete each of the sentences. Tell them to change their forms if necessary.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Check answers as a class.
- Confirm the correct answers. Ask Ss to explain why they have chosen each item using context clues.
- Ask some Ss to read the complete sentences.

Key: 1. updated 2. the press 3. reliable 4. fake news 5. bias(es)

Extension: Put Ss in pairs and have them think of synonyms of each item. Explain that synonyms can also be expressions with the same or similar meaning. Give Ss five minutes and ask some pairs to read their lists, e.g. *reliable: dependable, valid, true, trustworthy, honest.* Explain that the meanings of the synonyms are not always identical and choosing the right word is very important. In stronger classes, have Ss give you examples, e.g. *The synonym 'dependable' refers to personal qualities and is used in phrases such as 'a dependable friend' while 'true' relates to facts.*

GRAMMAR

ADVERBIAL CLAUSES OF MANNER AND RESULT

ACTIVITY 1

Aim: To help Ss review adverbial clauses of manner and result.

- Ask Ss to read the explanation and examples in the **Remember!** box and check understanding by asking questions such as *How many clauses are there in each example? What conjunctions do we use to connect them?* Give more explanation and examples if necessary.
- Ask Ss to read each pair of simple sentences and check understanding. Explain that they must combine them without changing their meanings. Tell them to think about the relationship between two clauses, and decide which subordinating conjunctions should be used if it is not given.

Grammar

Adverbial clauses of manner and result

Remember!

An adverbial clause is a dependent clause that functions as an adverb. There are different types of adverbial clauses.

- An adverbial clause of manner explains how something is done. It uses subordinating conjunctions such as as, as if, and like.

Example: He's acting *as if he were my father.*

Note: We use the subjunctive were with all pronouns after as if.

- An adverbial clause of result indicates the result of an action or a situation. It often uses subordinating conjunctions such as so ... that and such ... that.

Example: The weather was so hot **that we couldn't sleep.**

1 **Combine the sentences using suitable adverbial clauses.**

1. My brother was looking at me nervously. I thought he was guilty of something.
→ My brother was looking at me nervously like
2. There is so much information available online. People sometimes get confused.
→ There is so much information available online
3. The injured reporter was talking in front of the camera. The pain didn't affect him at all.
→ The injured reporter was talking in front of the camera
4. The Internet is a very powerful tool. As a result, it allows people to share information and ideas from around the world.
→ The Internet is such a powerful tool

- Check answers as a class. Ask Ss to read their sentences and explain how they have combined the clauses, e.g. 1. *The second sentence explains how the action in the first sentence is done. The subordinating conjunction 'like' also indicates that we should use an adverbial clause of manner. So the answer should be 'My brother was looking at me nervously like he was guilty of something.'.*

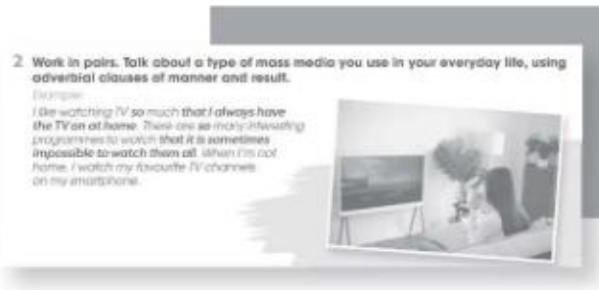
Key:

1. he was guilty of something
2. that people sometimes get confused
3. as if the pain didn't affect him at all
4. that it allows people to share information and ideas from around the world

Extension: In stronger classes, put Ss in pairs and have them complete the sentences with their own ideas. Tell them that they can use a different conjunction and encourage them to be as creative as possible, e.g. *My brother was looking at me nervously as if I were his biggest enemy/I were an alien.*

ACTIVITY 2

Aim: To help Ss practise adverbial clauses of manner and result in a speaking activity.


2 **Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result.**

Example:

I like watching TV ***so much that I always have the TV on at home.*** *There are* ***so*** *many interesting programmes to watch* ***that it is sometimes impossible to watch them all.*** *When I'm not home, I watch my favourite TV channels on my smartphone.*

- Have Ss read the instructions and example sentences, and make sure they understand what they have to do.
- Put Ss in pairs. Have them study the example and say which adverbial clause it uses: an adverbial clause of manner or result. In weaker classes, give Ss some examples with adverbial clauses of manner, e.g. *I feel like I'm addicted to my favourite TV channel.*

- In weaker classes, underline words in the example sentences that Ss can replace with their own ideas, e.g. *I like browsing the Internet so much that I spend all my free time in front of my computer*.
- Encourage Ss to take notes of their ideas.
- Invite some Ss to talk about their favourite media in front of the class. Have the rest of the class listen and say if there are any adverbial clauses of manner and result included, and if they are used correctly.

Suggested answer:

I use social media sites every day to access news and entertainment. There is **such** a wide range of information and entertainment on social media **that I often spend many hours surfing the Internet every day**. I use social media **so** much **that sometimes my parents are worried about me**. They think that I behave **as if I were addicted to social media**. They may be right. If I don't go on social media, I feel **like I'm missing out**.

Extension: Put Ss in two teams. Give them three minutes to prepare several sentence starters that can be completed with adverbial clauses of manner or result, e.g. *Ben ate his lunch …, The weather was so hot …* Have Ss from each team take turns to read out their sentence starters and challenge the other team to complete them using as many adverbial clauses as they can, e.g. *Ben ate his lunch as if he were starving for months. The weather was so hot that we didn't go out at all.* Keep a tally of the number of correct sentences for each team. The winner is the team with the higher score.

LESSON 3. READING

DIGITAL MEDIA VS. TRADITIONAL MEDIA

ACTIVITY 1. Pre-reading

Aim: To activate prior knowledge about the topic and get Ss involved in the lesson.

III READING

Digital media vs. traditional media

1 **Work in pairs. Read the first section of the article. Discuss the following questions.**

Do you think that digital media can replace traditional media? Why/Why not?

- Focus Ss' attention on the heading and ask them to tell you the difference between the two. Elicit types of digital and traditional media.
- Ask Ss to read the first section of the article and say if their answers were correct.
- Put Ss in pairs to discuss the questions.
- Ask some pairs to share their answers with the whole class.

Suggested answer:

Yes, I think digital media can replace traditional media to some extent because it is more convenient and allows us to share information quickly. However, traditional media is still popular among certain groups of people who prefer traditional formats like newspapers, radio, or television.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meanings of the words from context.

- Ask Ss to read the whole text to get an overall idea.
- Focus their attention on the highlighted words and ask them to study the context, including the sentence containing the word as well as neighbouring sentences, carefully.
- Encourage Ss to look for context clues to help them guess the meaning, e.g. *The phrase 'via electronic devices' explains how digital media reaches people, which suggests that the best match for 'distributed' is Option d.*

- Check answers as a class.

Key: 1. d 2. c 3. b 4. a

Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, have Ss check them up in a dictionary and write short definitions on other pieces of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table, and find the definition of their new word.

2 Read the article. Match the highlighted words with their meanings.

DEBATE CORNER

Digital media is any form of media that is created, viewed, and distributed via electronic devices. Examples of digital media include websites, social media, videos, video games, digital advertising, software, and electronic books. With the development of technology and smart devices in recent years, digital media saw a sharp rise. This raises the question of whether digital media will replace traditional media such as printed newspapers, broadcast TV, and radio. Below are two opinion pieces sent to our Debate Corner this week.

Nowadays, it is much easier and more convenient to access information via digital media. Most digital content is also freely accessible. All it takes is a few clicks, and you can read the latest news, watch videos, or see online adverts. In addition, digital media forms are more interactive. For example, customers can provide instant feedback, which can be used to solve any problems. In return, **almost every organisation can reach its target customers easily via digital media**. Furthermore, digital media is more flexible since information can be updated easily and frequently. By contrast, articles in printed newspapers or adverts on TV cannot be changed immediately. With more than 75 million social media users in Viet Nam and the number is increasing, it will not be long before traditional media becomes a thing of the past.

Minh Quang

Digital media is very convenient, but its strengths are also its own weaknesses. Since anyone with access to computers and the Internet can post or share information online, it raises the question of how credible it is. On the other hand, traditional media offers information from reliable sources that are fact-checked. Moreover, let us not forget that digital media relies on the Internet and smart devices to work well. There are still remote or disadvantaged areas in Viet Nam where access to technology is limited or too expensive. Many people also still struggle with technology. So although digital media is on the rise, traditional media such as printed newspapers, broadcast TV, and radio is **here to stay**.

Pham Hoa

1. distributed — c. that can be trusted or believed
2. accessible — d. that allows information to be passed continuously and in both directions between different devices or users
3. interactive — a. that can be reached, used, seen, etc.
4. credible — b. given to a large number of people

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for main ideas and identifying the writer's views.

3 Read the article again. Write G next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion.

1. Digital media will replace traditional media in our country soon. ____
2. Digital media will replace traditional media, but that won't be soon. ____
3. Traditional media will become more accessible in the future. ____
4. Both traditional and digital media will be in use in the future. ____
5. The future is uncertain for both traditional and digital media. ____

- Ask Ss to read the statements and check understanding.
- Encourage them to underline the keywords in each statement, paying attention to the differences between the statements, e.g. *Both 1 and 2 express the view that digital media will replace traditional media; however, according to 2, this won't happen soon.*
- Ask Ss to read the first paragraph and identify the discussion question, i.e. whether digital media will replace traditional media.
- Have Ss read each opinion piece and try to work out the writer's view. Ask questions such as *Does the writer have a positive or negative view of …? What words does he/she use to describe …? What conclusion does he/she make?*
- Ask Ss to pay attention to the last sentence in each opinion piece, which usually summarises the writer's argument. Focus Ss on the idiomatic expressions used there, e.g. *will not be long before, a thing of the past, on the rise, here to stay*. In weaker classes, explain the meaning of the expressions.
- Check answers as a class.

Key: 1. Q 2. N 3. N 4. H 5. N

Extension: Put Ss in pairs and have them think of some rules for writing a good opinion piece. Ask some guiding questions to brainstorm some ideas, e.g. *Do writers need to know their topic/audience very well? Are opinion pieces very long? What language do writers use in opinion pieces?* Give pairs a few minutes to discuss and invite some pairs to share their rules with the class, e.g. *know your topic and audience well, keep it short, use persuasive language to convince the readers, write a strong conclusion to reiterate your argument.*

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information and identifying the reasons supporting the writer's views.

4 Read the article again. Choose the correct answers.

1. What are the three main reasons that Quang gives to support his view? (Circle THREE correct choices)
   A. All digital media content is free to use.
   B. Digital media can be accessed easily.
   C. Information on digital media can be updated many times.
   D. Users can interact with content and post opinions on digital media.
   E. Customers are more flexible online.
2. Why does Quang mention the fact that many organisations can reach their customers via digital media?
   A. To prove that advertisements on digital media are highly accessible.
   B. To suggest that customers can interact well on digital media.
   C. To show that digital media allows interaction between both sides.
   D. To prove that digital media forms are easier to use than traditional ones.
3. What are the three main reasons that Hoa gives to support her view? (Circle THREE correct choices)
   A. Information on digital media cannot always be trusted.
   B. The government only supports the use of traditional media.
   C. People in areas with limited access to technology still use traditional media.
   D. Not everyone is comfortable with technology.
   E. Traditional media forms are friendlier to users than digital ones.
4. Why does Hoa say **'here to stay'** in her opinion piece?
   A. To show that digital media will only continue to be used in her country.
   B. To confirm her opinion that traditional media has become a part of life and will continue to be popular.
   C. To emphasise that printed newspapers can easily be sent to remote places.
   D. To state her opinion that digital media is on the rise.

- Recap the opinions of the two writers. Ask, *What reasons do they give to support them?* to see how much Ss can remember.
- Explain that after establishing the writers' views in the previous activity, they will now focus on identifying their supporting reasons in Questions 1 and 3.
- Encourage Ss to read the questions and answer choices, and underline the keywords.
- Have Ss read the article and locate the keywords, as well as paraphrases of these keywords, e.g. *can be accessed easily* (in answer Option 1. B) = *freely accessible* (in the article).

- Remind them that some questions require more than one correct answer.
- Ask Ss to watch out for distractors, especially options that may be mentioned in part in the article, but are not true, e.g. 1. A. *The phrase 'free to use' doesn't mean freely accessible as it appears in the article.*
- When answering Questions 2 and 4, remind Ss to pay attention to context clues and any linking words, e.g. 2. *The fact is given after the linking word 'for example'. It is used to explain the previous statement ('digital media forms are more interactive'). So C is the correct answer.*
- Check answers as a class.
- In weaker classes, go through Questions 1 and 3, and have Ss recap the answers. Put Ss in pairs and have them create an outline of each opinion piece, e.g. 1. *Introductory sentence;* 2. *First reason – digital content is freely accessible;* 3. *Second reason – digital media forms are more interactive;* 4. *Third reason – can be updated easily and frequently;* 5. *Conclusion.*
- Focus on the last question. Explain that *here to stay* is an idiomatic expression and have Ss make sentences with it, e.g. *Video games are here to stay*. Ask Ss to come up with synonyms or words/phrases with similar meaning, e.g. *remain, continue to be, become permanent, stick around*.

Key: 1. B, C, D 2. C 3. A, C, D 4. B

Extension: Put Ss in groups and have them write down two statements that refer to Quang and two statements that refer to Hoa, e.g. Quang: *He likes digital media because it is more interactive*. Hoa: *She thinks that the strengths of digital media are also its weaknesses*. Ask Ss to close their books. Have each group read their statements and challenge the rest of the class to guess which of the two writers they belong to.

ACTIVITY 5. Post-reading

Aim: To help Ss use the language and ideas in the reading to express their opinions.

5 Work in pairs. Discuss the following questions.
After reading the article, who do you agree with, Hoa or Quang? Why?

- Ask Ss to work in pairs. Have them discuss the questions.
- In stronger classes, encourage Ss to come up with additional reasons to support their opinions, e.g. *digital media is less expensive, everyone can create digital content, people spend a lot of time on digital media*.
- Invite some pairs to share their answers with the whole class.

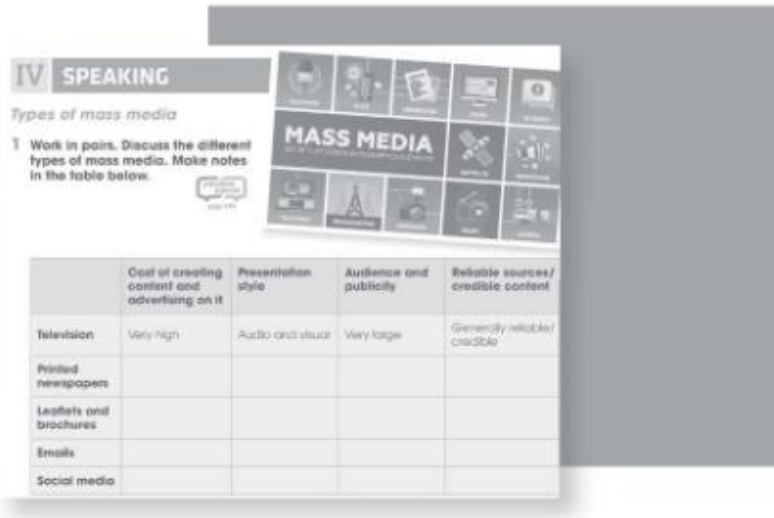
Suggested answer:

We agree with Hoa's opinion. Digital media is very powerful, but not without limitations. Digital media sources are not always reliable. People in certain areas still have limited access to the Internet and don't always find it easy to use smart devices. Therefore, we believe that people will continue to use different sources of information or types of mass media to take full advantage of each one.

LESSON 4. SPEAKING

TYPES OF MASS MEDIA

Learning outcome: By the end of the lesson, Ss will be able to compare different types of mass media and respond to real-life situations related to using mass media.


IV SPEAKING
Types of mass media
1 Work in pairs. Discuss the different types of mass media. Make notes in the table below.
MASS MEDIA

	Cost of creating content and advertising on it	Presentation style	Audience and publicity	Reliable sources/ credible content
Television	Very high	Audio and visual	Very large	Generally reliable/ credible
Printed newspapers				
Leaflets and brochures				
Emails				
Social media				

ACTIVITY 1

Aim: To introduce more ideas for the main speaking task and get Ss involved in the lesson.

- Ask Ss to tell you what types of mass media they have learnt about so far. Then focus their attention on the table and the example. Check understanding.
- In weaker classes, explain what the example means, e.g. *In general, the cost of creating content and advertising on television is very high. However, we can present both audio and visual information on television and reach a very large audience. Moreover, television is generally a reliable as well as credible source of information.*
- If necessary, elicit the difference between the terms *reliable* and *credible*. Explain that a reliable source usually relies on its reputation of having high standards of fact-checking and researching, e.g. trusted newspapers or academic journals, while a credible source relies on the expertise of the author to know the topic and provide the evidence.
- Put Ss in pairs to complete the rest of the table. Remind them that they should only give general comments about the mass media, i.e. what is true about most printed newspapers, etc. and not mention any specific newspapers or websites.
- Invite some Ss to share their answers with the class.

Suggested answer:

	Cost of creating content and advertising on it	Presentation style	Audience and publicity	Reliable sources/ credible content
Television	Very high	Audio and visual	Very large	Generally reliable/ credible
Printed newspapers	Generally high	Visual only	Large	Generally reliable/ credible
Leaflets and brochures	Not very high	Visual only	Medium	Depends
Emails	Free	Audio and visual	Large	Not very reliable/ credible
Social media	Medium	Audio and visual	Very large	Not very reliable/ credible

ACTIVITY 2

Aim: To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations.

2 Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice.

1. Your school's music club is organising a small concert. You want to promote the event and expect an audience of 30-50 people.

Example:

A: I think we should write an event promotion email and send it to 100 people. I assum 30 per cent of them will show some interest.

B: Email is free of charge, but many people think email advertising or marketing is not credible. So I'm afraid they won't pay much attention to email messages.

C: How about promoting it on social media? We can choose several social networks and create an event page for each one.

...

3. Your school's social awareness club wants to raise awareness of cyberbullying among teenagers. You have some information and videos you want to share with as many students of your school as possible.

3. Your charity club is collecting books and winter clothes for children in disadvantaged areas. You want to inform as many people as possible about the activity.

- Ask Ss to read the situations and check understanding. Draw their attention to the example and ask if they agree with it. Brainstorm other possible responses as a class.
- Put Ss in groups and have them come up with responses to the other situations. Encourage them to use the communication strategies for starting, maintaining, and concluding a discussion, and the expressions in Appendix 1 of their books.
- Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that most people in the group agree on.
- Set a time limit for this activity.
- Walk round the class and offer help if necessary.

Suggested answers:

2.

A: To raise our classmates' awareness of cyberbullying, we plan to send them some information and videos about the issue. Since it's both visual and audio content, I don't think we can use leaflets or the school newsletter. Perhaps we should send the materials via email. It will be quick and free.

B: I agree. But not all students in our school have email accounts. Mass emails usually end up in the spam folder. Many students may not even notice that they have received the information and videos. Or they may think it's a spam email and just delete it.

C: How about our school website? It's a credible source of information and most students visit it every day.

A: Good idea! And it'll be free of charge! But we need to ask for permission from the head teacher.

B: That shouldn't be a problem. I'm sure we'll get the permission to post information on our school website. This will be part of the school anti-bullying campaign.

3.

A: We need to inform people about the upcoming collection of books and clothes for charity. Since we only need to include some text and perhaps a couple of pictures, I think something simple like leaflets is the way to go. Besides, they're more affordable for a non-profit making event like this one.

B: I agree that they're cheap and simple to make. But many people may not pay much attention to them. They may mistake our leaflets as product adverts and throw them away.

C: I see. How about social media sites? People can share the information with their friends and family quickly, so we can reach a large number of people. Creating social media posts is also easy and doesn't cost anything.

A & B: Yes, that's a good idea.

ACTIVITY 3

Aim: To give Ss an opportunity to summarise and present a group discussion to the class.

3 Report your answers to the whole class. Vote for the best idea for each situation.

- Ask some groups to share their responses to the situations in **2** in front of the class. Praise for good effort, well-structured responses, and fluent delivery.
- After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation.

Suggested answers:

2. In our discussion, we talked about ways to raise our classmates' awareness of cyberbullying. We considered sending information and videos via email, but were worried about spam filters. Finally, we've agreed that the school website is a better option, as it's a credible source and widely accessed by students. In order to post information on it, we plan to seek permission from the head teacher first.
3. We've just discussed how to inform people about an upcoming charity event for book and clothes collection. At first, we considered making leaflets because they are easy to design and affordable. However, some of us expressed concerns about people disregarding them. Finally, we've all agreed that sharing the information on social media sites would be more effective for reaching a larger audience quickly and at no cost.

Extension: Put Ss in groups. Have each group come up with another situation and then 'challenge' other groups to give a response impromptu. The group which has come up with the situation can decide on the best answer.

LESSON 5. LISTENING

FAKE NEWS ON THE INTERNET

ACTIVITY 1. Pre-listening

Aim: To introduce words to help Ss understand the listening and get Ss involved in the lesson.

- Ask Ss to look at the photo. Ask if they've had any experience of fake news. If they say yes, ask if they know how to 'spot' fake news.
- Put Ss in pairs. Tell them that they will find three words in the wordsearch which show the things they should pay attention to before they can decide whether a piece of news is fake or not.
- In weaker classes, find one word for them as an example. If the class struggle, give them some hints, e.g. there is a diagonal word, or some clues, e.g. the first letter(s) of each word/some words.
- Check answers as a class.
- Ask Ss how these things can help them spot fake news. In weaker classes, briefly explain the answers, e.g. *You need to check if the images are real, for example, not altered using Photoshop or other software. You also need to see if the language is accurate and grammatically correct. In addition, it is important to evaluate the source of information to make sure it is reliable. These three elements will help you decide whether a piece of news is fake or not.*

V LISTENING

Fake news on the Internet

1 Work in pairs. Find three words in the word search to show things you should look at to decide whether a piece of news is fake or not.

G	I	T	E	R	G	F	H
K	E	M	E	W	A	A	W
H	L	O	A	K	A	U	H
Q	E	B	I	G	C	T	O
N	P	C	H	M	E	H	F
B	X	H	R	I	T	S	U
S	O	U	R	C	E	R	V
L	A	N	G	U	A	G	E

Key:

G	I	T	E	R	G	F	H
K	E	M	E	W	A	A	W
H	L	O	A	K	A	U	H
Q	E	B	I	G	C	T	O
N	P	C	H	M	E	H	F
B	X	H	R	I	T	S	U
S	O	U	R	C	E	R	V
L	A	N	G	U	A	G	E

Extension: Put Ss in pairs and have them come up with words and phrases related to fake news, e.g. *disinformation* (false information that has been shared deliberately), *misinformation* (false information usually shared without knowing that it is untrue or misleading), *hoax* (making people believe untrue information with the intention of deceiving them), *deepfakes* (videos or sound recordings that have been manipulated to make them look like someone is doing or saying something that is not true), *propaganda* (biased, exaggerated, or false information often used to support one side of an argument).

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for attitudes.

2 52 **Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options.**

Mai

Nam

Mark

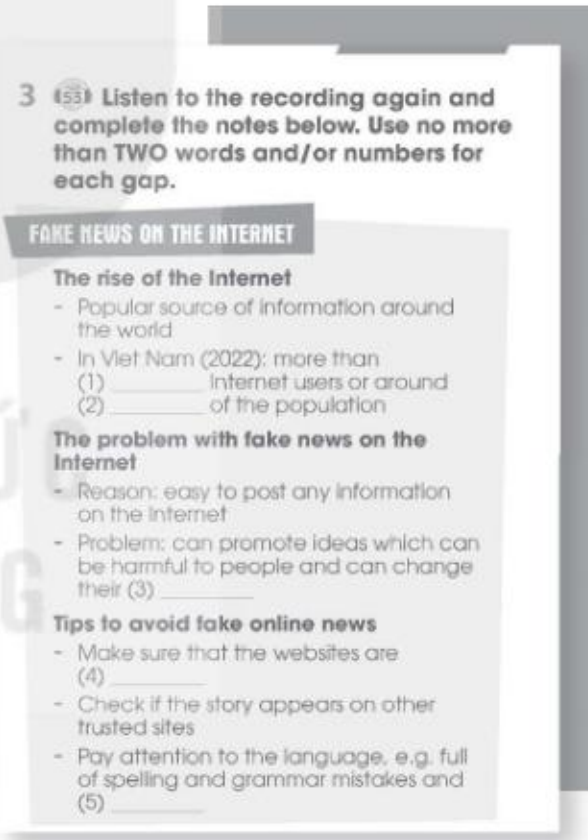
A He/She is worried about fake news.
B He/She is not worried about fake news.
C He/She doesn't care if it is fake news.
D He/She is ashamed of spreading fake news.
E He/She is annoyed by fake news.

- Tell Ss that they are going to listen to three speakers and find out their attitudes towards fake news.
- Ask Ss to read the statements and check understanding. Remind them that listening for attitudes means listening for the way people think or feel about someone or something, and the way they behave towards it.
- Focus on the adjectives or expressions used to express attitudes, e.g. A. *worried,* B. *not worried,* C. *doesn't care*, D. *ashamed*, E. *annoyed*.
- Tell Ss that when listening they should pay attention to these words, as well as paraphrases of them. In weaker classes, brainstorm synonyms or paraphrases, e.g. 1. *worried: concerned, anxious, upset.*
- Remind Ss to also pay attention to words and expressions speakers may use to describe likes, dislikes, feelings, agreement, or disagreement as well as their tone of voice. Discuss how people change their voices to express different emotions such as worry, shame, or annoyance, e.g. *A worried tone of voice may sound shaky as the person may feel anxious or nervous. When people feel annoyed, they tend to use a high-pitched voice and may sound angry.*
- Play the recording for Ss to listen and do the activity.
- Check answers as a class.

Key: Mai – A Nam – D Mark – B

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.


3 53 **Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap.**

FAKE NEWS ON THE INTERNET

The rise of the Internet
- Popular source of information around the world
- In Viet Nam (2022): more than (1) _____ Internet users or around (2) _____ of the population

The problem with fake news on the Internet
- Reason: easy to post any information on the Internet
- Problem: can promote ideas which can be harmful to people and can change their (3) _____

Tips to avoid fake online news
- Make sure that the websites are (4) _____
- Check if the story appears on other trusted sites
- Pay attention to the language, e.g. full of spelling and grammar mistakes and (5) _____

- Ask Ss to read the notes. Check understanding. Tell Ss to think about the type of information or word they will need to fill in each gap, e.g. 1. *number;* 2. *percentage;* 3. *noun (phrase);* 4. *adjective/noun phrase/descriptive word;* 5. *noun (phrase)*. Play the recording for Ss to listen and do the activity. Remind them not to exceed the word limit of two words per gap.
- In weaker classes, explain that the word/phrase for each gap should be exactly the same as the one they hear on the recording. Make sure Ss check that answers fit the gaps in terms of both form and meaning.
- Check answers as a class.

Key: 1. 72 million 2. 75%/per cent
3. behaviour 4. credible 5. bias

Audio script – Tracks 52 + 53:

Mai: Good morning, everyone. Today, Nam, Mark and I are going to talk about fake news. This is a serious issue nowadays as the Internet has become a very popular source of information for everyone around the world. In Viet Nam, there were more than 72 million Internet users in 2022. This accounted for around 75 per cent of the country's population. However, as the Internet is getting more and more popular, I'm becoming increasingly concerned about the rise of fake news published online. Because it's so easy for people to post anything they want on the Internet, false information and fake news stories are very common online. This can be harmful to young people who can be encouraged to believe in dangerous views or actions, and change their behaviour. I think we need to take action and stop the spread of fake news. Do you have anything to add, Nam?

Nam: Thank you, Mai. Well, my experience with fake news on the Internet was truly embarrassing. I saw a news story about a powerful earthquake that had injured people and destroyed houses in Central Viet Nam. I immediately shared the story and all the images with my friends and family, and even started planning a charity event. Some people laughed at me, but others were upset and angry with me as they had relatives in Central Viet Nam and were really worried about them. I wish I had checked all the facts more carefully. How about you, Mark? What's your take on fake news?

Mark: Well, I don't think we can stop the spread of fake news, but we should learn to avoid it. First, make sure the websites where the news item or image is published are credible. Such websites usually belong to government organisations or universities, and are updated regularly. Second, look to see if the story appears on other news sites that you know and trust. In addition, pay attention to the language. News stories that are full of spelling and grammar errors, and show bias are very unlikely to be credible and you should avoid using or sharing them. As long as we evaluate everything we read and we're careful about what we share on social media, we can protect ourselves from fake news. So I think there's nothing to worry about.

Extension: Put Ss in groups of three. Ask each student in the group to choose a speaker from the listening. Play the recording and have Ss take notes of their part. Then have them practise role-playing their part in groups. Invite some groups to role-play the three speakers in front of the class.

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.

4 **Work in groups. Discuss these questions.**
How helpful do you find the tips in the talk? Have you used any of them?

- Recap the three tips for avoiding fake news online. In stronger classes, brainstorm other tips, e.g. *check if the information is current, i.e. when it was last updated, look out for strange or unfamiliar URLs, check the author.*
- Ask Ss to work in groups. Have them discuss the two questions.
- Invite some Ss to share their answers with the whole class.

Suggested answer:

I find all the tips useful, and have used the first tip myself. For example, I always go to official websites of credible newspapers to get news. I try to avoid personal blogs on the Internet because bloggers may lack expertise on different topics and may express opinions rather than facts. But I have never used the other tips. I think I will try the second tip in the future. Instead of getting news from one source, perhaps I should try to check if the same news is reported on other trusted sites. The last tip will also be useful, but I think I will need better English language skills to detect spelling and grammar mistakes or bias in news stories written in English.

LESSON 6. WRITING

DESCRIPTION OF PIE CHARTS

Learning outcome: By the end of the lesson, Ss will be able to write a pie chart description to compare the main news sources for different age groups.

ACTIVITY 1

Aim: To familiarise Ss with the language used in a pie chart description.

- Have Ss look at the two pie charts.

VI **WRITING**

Description of pie charts

1 **Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B.**

1. In general, which news source was very popular with both age groups?
   A. Television.
   B. Printed newspapers.
2. Which news source was least popular among young adults?
   A. Printed newspapers.
   B. Online news sites.
3. Which news source was least popular among old people?
   A. Printed newspapers.
   B. Online news sites.

9

- Ask them some questions to check understanding, e.g. *What does each chart show?* (the main news sources for young adults and old people) *When was the data reported?* (2022) *What do the colours represent?* (the sources of information, namely television, printed newspapers, online news sites, and others).
- Put Ss in pairs. Ask them to study the charts more closely and choose the best answer to each question.
- Check their answers as a class. Invite some Ss to explain their answers, e.g. 1. *Television was very popular among both young adults (35%) and old people (42%). These are the highest proportions in each age group.*

Key: 1. A 2. A 3. B 4. B 5. A

ACTIVITY 2

Aim: To familiarise Ss with the structure and language of a pie chart description.

- Have Ss skim through the pie chart description and check understanding. In weaker classes, go through the description and the words and phrases in the box, and explain any words or phrases that Ss may not know, e.g. connectives such as *meanwhile* and *overall,* or phrasal verbs like *turn to* and *rely on*.
- Have Ss fill in the gaps with the words and phrases in the box.
- Check answers as a class.
- Ask Ss to read the advice and examples in the **Tips** box. Use the text to illustrate each part, e.g. *The first sentence introduces the pie charts. It reads 'The pie charts compare …'.*

Key: 1. most popular 2. Meanwhile
3. as opposed to 4. while

Extension: Put Ss in pairs and have them come up with other useful language for describing pie charts. Write some prompts on the board to help Ss, e.g. percentages expressed as fractions (50% - *a half*, 25% - *a quarter*), language of comparison (*most/least, largest/smallest*), describing groups of things or people (*the [vast] majority, a [small] minority*), verbs (*show, represent, give [information/details about], illustrate, look at*).

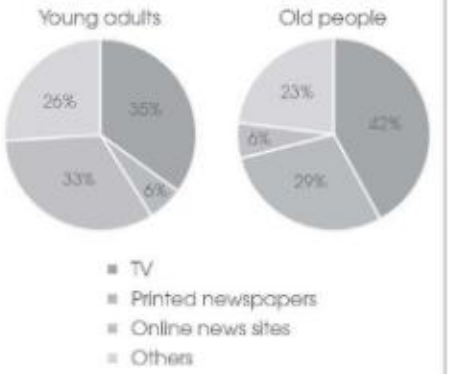
ACTIVITY 3

Aim: To help Ss practise writing a pie chart description.

- Tell Ss that they are going to write a pie chart description. Focus their attention on the three pie charts and elicit that in addition to the two pie charts from **2**, there is now a new pie chart showing the main news sources for teenagers. Therefore, their descriptions should compare three pie charts, but still use the ideas, the model, and tips in **2**.
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help if necessary.

4. Printed newspapers were old people's _____ choice of news source.
   A. top
   B. second
5. Other sources of news were chosen by around _____ of the people in both age groups.
   A. a quarter
   B. half

The pie charts below compare the main news sources for young adults and old people according to a survey in 2022.



2 Complete the following description of the charts in 1. Use the words and phrases in the box.

as opposed to	meanwhile
while	most popular

The pie charts compare the main news sources for young adults and old people according to a survey in 2022.

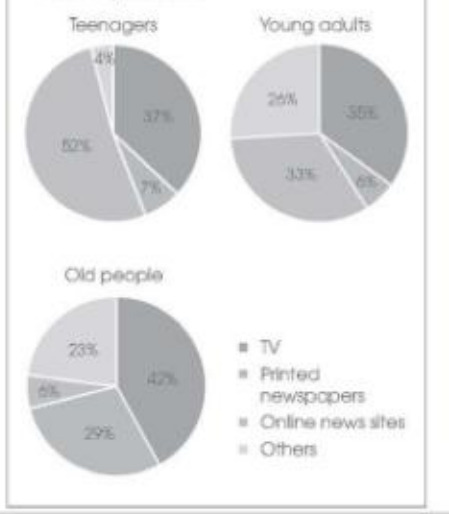
Overall, television was the (1) _____ source of news for both age groups. It was chosen by 42 per cent of old people, and more than one third of young adults. (2) _____, more young adults turned to the Internet for news. The figure was 33 per cent for young adults (3) _____ just 6 per cent for old people. By contrast, printed newspapers were the second choice of news source for old people with 29 per cent (4) _____ only 6 per cent of young adults reported getting their news from printed newspapers. In both age groups, around a quarter relied on other sources for news.

Tips

To describe pie charts, you should:
- introduce and describe the most outstanding feature of the pie charts, e.g.
  The pie charts show information about/ illustrate/compare … Overall, …
- make comparisons, using comparatives and superlatives, e.g. *… was more … than …/ was the most …*
- compare data, using linking words at the beginning of the sentence, e.g. *similarly, by contrast, meanwhile*, at the beginning of a clause, e.g. *while, whereas*, or at the beginning of a noun phrase, e.g. *as compared with, as opposed to, both*.

3 Write a description (120-150 words) of the charts below. Use the model and tips in 2 to help you.

The pie charts below show the main news sources for teenagers, young adults, and old people according to a survey in 2022.



- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' descriptions and give face-to-face feedback in private, or give them back with some written feedback in the next lesson.

Suggested answer:

The pie charts compare the main news sources for teenagers, young adults, and old people according to a survey in 2022.

Overall, television was a very popular source of news for all age groups. It was the top news source for old and young adults, chosen by 42 per cent of old people and more than one third of young adults and teenagers. Meanwhile, online news sites were chosen by the majority of teenagers, with more than 50 per cent. By contrast, the Internet was the least common news source for old people, with just 6 per cent. On the other hand, printed newspapers were the main news source for 29 per cent of old people while only fewer than 10 per cent of young adults and teenagers reported getting their news from them.

As for other sources of news, around a quarter of young adults and old people relied on other sources for news, as opposed to only 4 per cent of teenagers.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

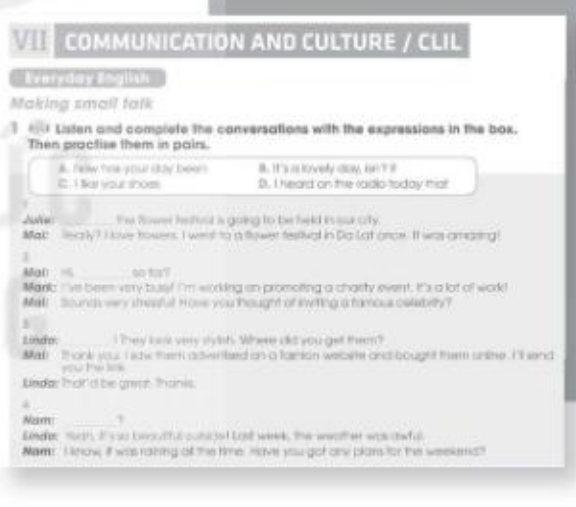
EVERYDAY ENGLISH

MAKING SMALL TALK

ACTIVITY 1

Aims:

- To provide model conversations in which speakers make small talk;
- To review expressions for making small talk.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making small talk

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. How nice your day been B. It's a lovely day, isn't it?
C. I like your shoes D. I heard on the radio today that

1
Julie: _____ the flower festival is going to be held in our city.
Mai: Really? I love flowers. I went to a flower festival in Da Lat once. It was amazing!

2
Mai: Hi, _____ so far?
Mark: I've been very busy! I'm working on promoting a charity event. It's a lot of work!
Mai: Sounds very stressful. Have you thought of inviting a famous celebrity?

3
Linda: _____ ! They look very stylish. Where did you get them?
Mai: Thank you. I saw them advertised on a fashion website and bought them online. I'll send you the link.
Linda: That' d be great. Thanks.

4
Nam: _____ ?
Linda: Yeah, it's so beautiful outside! Last week, the weather was awful.
Nam: I know, it was raining all the time. Have you got any plans for the weekend?

- Give Ss a few minutes to skim through the conversations. Ask them to identify the topic of each conversation, e.g. *Julie and Mai are talking about a flower festival, which seems to be an annual event in their city.* In stronger classes, elicit that these are common small talk topics. Check if Ss know what small talk means (polite friendly conversation about unimportant subjects).
- Play the recording for Ss to listen and complete the conversations.
- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.
- Put Ss in pairs and have them practise the conversations.

Key: 1. D 2. A 3. C 4. B

Audio script – Track 54:

1.

Julie: I heard on the radio today that the flower festival is going to be held in our city.

Mai: Really? I love flowers. I went to a flower festival in Da Lat once. It was amazing!

2.

Mai: Hi, how has your day been so far?

Mark: I've been very busy! I'm working on promoting a charity event. It's a lot of work!

Mai: Sounds very stressful! Have you thought of inviting a famous celebrity?

3.

Linda: I like your shoes! They look very stylish. Where did you get them?

Mai: Thank you. I saw them advertised on a fashion website and bought them online. I'll send you the link.

Linda: That'd be great. Thanks.

4.

Nam: It's a lovely day, isn't it?

Linda: Yeah, it's so beautiful outside! Last week, the weather was awful.

Nam: I know, it was raining all the time. Have you got any plans for the weekend?

ACTIVITY 2

Aim: To help Ss practise making small talk.

2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you.

1. A and B don't know each other. They are at a birthday party of a mutual friend. A starts a conversation with B. They make small talk and discover they are both interested in a career in the media industry.
2. A and B are both members of their school's Media Club. They are not close friends. They meet in the local park by chance. B starts a conversation with A. They make small talk and find out they are both in charge of promoting a school event.

Remember!

Small talk is an informal, polite conversation with strangers, classmates, or friends. People make small talk to get conversations started and get to know each other. Below are some good small talk topics:

- The weather
  What a beautiful day! Lovely day, don't you think? It's so hot today, isn't it? It looks like it's going to rain.
- Films, TV shows, popular music, and books
  Have you watched ...? How you heard about ...? Are you reading ...?
- Current events
  Did you hear about ...? Did you catch the news today? I read in the press today that ... I heard on the radio today that ...
- The day or weekend
  How was your day/weekend? Has anything exciting happened today? Are you doing anything fun after school/at the weekend?
- Observations
  (Swallow your food). Can I ask where you got it? Your (cakes) are delicious! Thanks for (making them for the party). Nice place, isn't it?

- Ask Ss to read the explanation and examples in the **Remember!** box and check understanding.
- Put Ss in pairs and explain the task: to role-play conversations similar to the ones in **1**, but based on the two situations. Each student in the pair should choose a role.
- Give Ss a few minutes to plan their conversations before role-playing them, e.g. who will be Student A, who will be Student B, how to start each conversation, and what career in the first situation or school event in the second one to talk about. In weaker classes, have them underline useful words and expressions that they can use in their conversations. Write down some prompts to help them.
- In stronger classes, encourage Ss to swap roles.
- Walk round the class and provide help if necessary.
- Ask some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of small talk expressions, clear pronunciation, and fluent delivery.

Suggested answers:

1.

A: Nice party, isn't it?

B: Yes, the food is really delicious, and Mai is an excellent host.

A: Yes, I'm having a great time. By the way, how do you know Mai?

B: Oh, we met at a junior reporter workshop. My name's Duong. And you?

A: Mai and I are in the same class. The junior reporter workshop sounds very interesting. I want to work in the media industry one day.

B: Me too!

2.

B: Hi, I think we've met before. We go to the same school.

A: Oh yes. Are you also a member of the school's Media Club?

B: That's right. You probably know that we'll be very busy this year. We've got so many activities planned.

A: Yes, I actually volunteered to help with promoting the photography exhibition next week.

B: Oh, really? I'm in charge of promoting the event. It sounds really exciting.

A: Great! So we'll have a chance to work together.

Extension: Put Ss in pairs. Have each pair come up with a situation and then 'challenge' another pair to role-play it impromptu. In weaker classes, write some situations on pieces of paper and place them face down on a table, e.g. *You are waiting for the bus at a bus stop and start talking to someone you don't know; You've arrived early for a club meeting and start talking to another club member; You're on the train and start talking to the person sitting next to you; You're in the office pantry microwaving your lunch and start talking to a colleague*. Invite pairs to pick a situation and role-play it in front of the class.

CULTURE

MASS MEDIA AROUND THE WORLD

ACTIVITY 1

Aim: To help Ss learn about some types of mass media around the world.

- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. *Do you know what types of mass media are shown in the photos?* (digital billboards, public loudspeakers) *Where can you find these types of mass media*? (mostly in big cities around the world, in some cities in Viet Nam and Japan) *Do you think they are effective means of communication?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *When did they first appear? What are their advantages and disadvantages? Are there any problems with these types of mass media?*
- Ask Ss to look at the comparison table and check understanding of the three points of comparison.
- Explain or elicit any new or difficult words, e.g. *constant, emit, light/noise pollution, tornadoes*. In stronger classes, encourage them to guess their meanings from context as they read the text.
- Have Ss read the text and complete the table individually.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Culture

1 Read the following text and complete the table below.

MASS MEDIA AROUND THE WORLD

There are different types of mass media and some work better than others in different situations. They could be as advanced as digital billboards, or as simple as public loudspeakers.

Digital billboards

Unlike a traditional billboard which can only show one printed image, a digital billboard can change between different messages. Digital billboards are also considered more attractive than traditional ones, and people are more likely to notice them. Moreover, they can also be updated in real time. Nowadays, digital billboards are common in many big cities around the world. It is hard to imagine places like Times Square in New York, Piccadilly Circus in London, or Shibuya in Tokyo without bright light adverts. Although they are growing in popularity, there have been concerns about their impact on the surrounding environment. Global light pollution is increasing each year. The constant light emitted by digital billboards often confuses birds, harms insects, and causes health problems in humans, too.

Public loudspeakers

In the past, public loudspeakers were used during the war to warn people of air attacks. Nowadays, they are still used in parts of Japan, the Philippines, and the US to alert people to natural disasters such as storms, earthquakes, and tornadoes. In Viet Nam, they are used to communicate important public announcements to residents. However, the noise from a city-wide loudspeaker system can cause problems for some people.

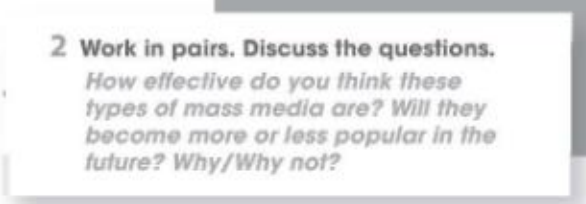
	Digital billboards	Public loudspeakers
Uses and advantages		
Problems		
Places where they are used		

Suggested answer:

	Digital billboards	Public loudspeakers
Uses and advantages	– can change between different messages – attractive – can be updated in real time	– warn people of air attacks (in the past) – alert people to natural disasters – communicate public announcements
Problems	Light pollution	Noise problems
Places where they are used	The US, the UK, Japan, and big cities around the world	Japan, Philippines, the US, Viet Nam

ACTIVITY 2

Aim: To help Ss relate what they have learnt about the two types of mass media to real-life situations.


2 **Work in pairs. Discuss the questions.**

How effective do you think these types of mass media are? Will they become more or less popular in the future? Why/Why not?

- Put Ss in pairs to discuss the questions.
- In weaker classes, check understanding of the word *effective*, e.g. *successful in producing a desired result*. Provide some examples, e.g. *TV advertising is effective because it can reach large audiences and most people trust television content.*
- When discussing the first question, ask Ss to think about ways of measuring the success of mass media, e.g. *how many people it can reach, what impact it can have, how long it can stay in people's memory, if people respond to it or if it brings profit*.
- Ask some Ss to share their answers in front of the class.

Suggested answer:

We think that both digital billboards and public loudspeakers can be effective, but this will depend on the location and purpose. Digital billboards work really well on high-rise buildings in big cities, where they can be large enough to be visible and eye-catching. Public loudspeakers are effective in delivering community messages in remote areas or emergency warnings to notify people of immediate dangers.

In the future, we believe digital billboards will become more popular around the world because of advancements in technology. They have also become more affordable for businesses. Digital billboards can advertise different events, products, or services just minutes apart from one another. We also hope that they will become more eco-friendly. On the other hand, although there have been some attempts to revive loudspeaker broadcasts, their use will continue to decline because most people get their information from television, newspapers, or social media. Loudspeakers also create a lot of noise pollution, which can cause health problems for people. We think they should only be used in emergencies.

Extension: In stronger classes, put Ss in groups and have them discuss the effectiveness of other types of mass media, e.g. television, radio, printed newspapers, films, and social media.

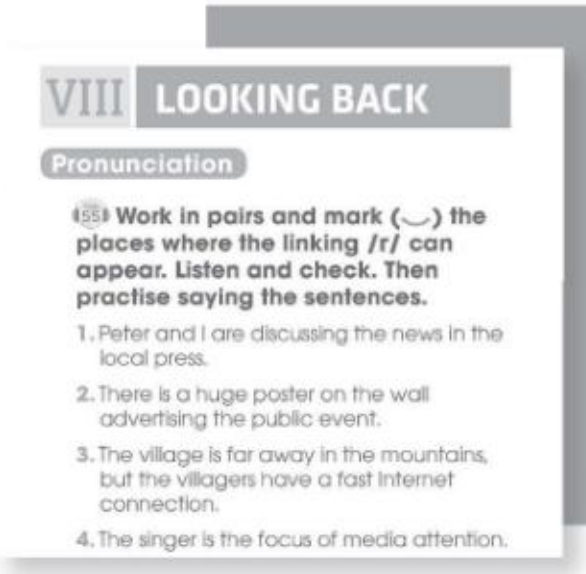
LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

PRONUNCIATION

Aim: To help Ss review linking /r/ between vowels.

- Ask Ss to read through the sentences and check understanding.
- Tell them to identify the places where linking /r/ can appear. In weaker classes, give an example from the first sentence, e.g. 1. *The linking /r/ can appear between the final vowel /ə/ in 'Peter' and the initial vowel /ə/ in 'and'.*
- Ask Ss to listen to the recording and check their answers. Confirm answers as a class.
- Play the recording again, pausing after each one for Ss to listen and repeat.
- Have Ss practise reading the sentences in pairs, trying to use linking /r/ where appropriate.


VIII LOOKING BACK

Pronunciation

55 **Work in pairs and mark (‿) the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences.**

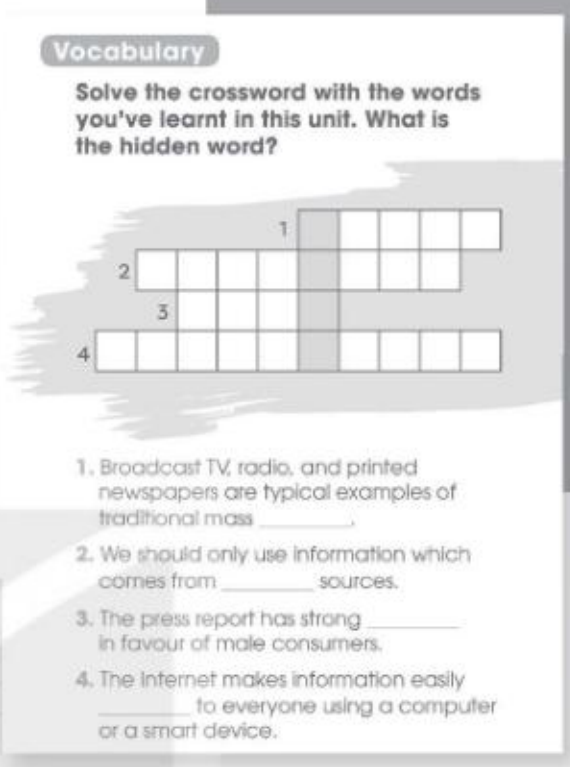
1. Peter and I are discussing the news in the local press.
2. There is a huge poster on the wall advertising the public event.
3. The village is far away in the mountains, but the villagers have a fast internet connection.
4. The singer is the focus of media attention.

Key + Audio script – Track 55:

1. Peter‿and I are discussing the news in the local press.
2. There‿is a huge poster‿on the wall advertising the public event.
3. The village is far‿away in the mountains, but the villagers have a fast Internet connection.
4. The singer‿is the focus of media‿attention.

VOCABULARY

Aim: To help Ss revise words they have learnt in this unit.


Vocabulary

Solve the crossword with the words you've learnt in this unit. What is the hidden word?

1. Broadcast TV, radio, and printed newspapers are typical examples of traditional mass _____.
2. We should only use information which comes from _____ sources.
3. The press report has strong _____ in favour of male consumers.
4. The Internet makes information easily _____ to everyone using a computer or a smart device.

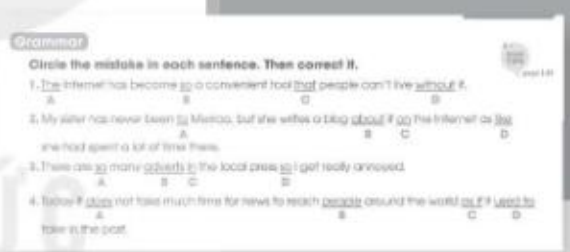
- Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word.
- Have Ss complete the activity.
- Check answers as a class.
- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. *media* first appears in the **Getting Started** lesson.

Key:

				1	m	e	d	i	a
	2	r	e	l	i	a	b	l	e
		3	b	i	a	s			
4	a	c	c	e	s	s	i	b	l	e

GRAMMAR

Aim: To help Ss review the use of adverbial clauses of manner and result.


Grammar

Circle the mistake in each sentence. Then correct it.

1. The Internet has become so a convenient tool that people can't live without it.
2. My sister has never been to Mexico, but she writes a blog about it as the Internet as like she had spent a lot of time there.
3. There are so many adverts in the local press so I get really annoyed.
4. Today it does not take much time for news to reach people around the world as it used to take in the past.

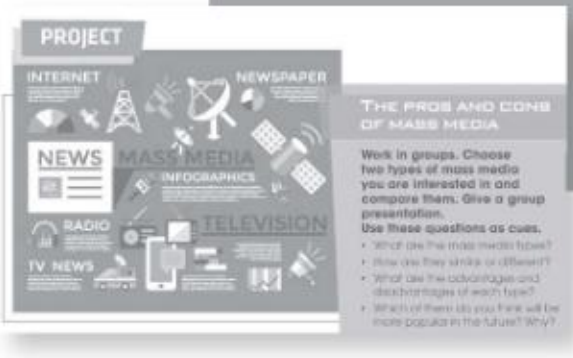
- Ask Ss to read the sentences, focusing on the underlined parts.
- Encourage them to pay attention to the words before and after the underlined parts and decide if the phrases are grammatically correct, e.g. 1. A. '*The*' *is correct because we always use the definite article with* '*Internet*'. B. '*so*' *is incorrect because we can't use* '*so*' *with a noun phrase starting with a(n).*
- In weaker classes, remind Ss that the unit focus is on the use of adverbial clauses of manner and result. Help them review the grammar points in the **Language** section before they complete the task.
- Check answers as a class by asking individual Ss to identify the mistakes, correct them, and provide reasons for their corrections.

Key: 1. B (so → such) 2. D (like → if) 3. D (so → that) 4. C (as if → as)

PROJECT

THE PROS AND CONS OF MASS MEDIA

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.



- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation comparing two types of mass media.

- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentation, and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Invite groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentations as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters concluded their talk appropriately.		
CONTENT: *The presentation includes the following information:*		
– description of the two types of mass media		
– how they are similar or different		
– their advantages and disadvantages		
– which one will be more popular in the future and why		
DESIGN/ORGANISATION		
– The presentation is well-organised and visually attractive.		
– There are appropriate photos/pictures to illustrate the information ideas.		
– There are no spelling or grammar mistakes.		

Suggested checklist for self-assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I concluded (my part of) the talk appropriately.		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

CONTENT: *Our presentation includes the following information:*		
– description of the two types of mass media		
– how they are similar or different		
– their advantages and disadvantages		
– which one will be more popular in the future and why		
DESIGN/ORGANISATION		
– The presentation is well-organised and visually attractive.		
– There are appropriate photos/pictures to illustrate the information/ideas.		
– There are no spelling or grammar mistakes.		
Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and provide further practice.

Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce linking /r/ between two vowels.			
• understand and use words and phrases related to the mass media.			
• use adverbial clauses of manner and result correctly.			
• read for main ideas, specific information, and the writer's views in an article comparing digital media and traditional media.			
• compare different types of mass media.			
• listen for specific information and attitudes towards fake news.			
• describe pie charts.			
• make small talk.			
• learn about two types of mass media used around the world.			
• prepare a comparison of two types of mass media and present it to the class.			

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit

8

WILDLIFE CONSERVATION

OBJECTIVES:

By the end of this unit, students will be able to:

- identify and use assimilation in connected speech to sound natural;
- understand and use words related to conserving wildlife;
- use adverbial clauses of condition and comparison correctly;
- read for main ideas and specific information in news items about wildlife conservation;
- suggest activities for a wildlife conservation event;
- listen for main ideas and specific information in a talk about the threats facing tigers;
- write a problem-solving report on protecting tigers;
- express concern;
- understand the criteria on the International Union for Conservation of Nature (IUCN) Red List;
- give a poster presentation about an endangered species.

LESSON 1 . GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review some of the target words Ss have learnt in Unit 7 by having them play the game of: *Hot potato*. Bring a ball to class. Have Ss stand in a circle or two rows facing each other and set a time limit for the game. Throw the ball to one student and have him/her call out one target word or phrase from Unit 7 (*The world of mass media*). He/She then throws the ball to another student, who has to say another target word. The ball is a 'hot potato' so Ss can't hold it for too long. The game continues until the time is up or all Ss have had a chance to say a word or phrase.
- Lead into the unit topic. Write the unit title *Wildlife conservation* on the board. Ask Ss to guess what they are going to learn about in this unit. Accept all reasonable answers.
- Then ask Ss to open their books at page 100. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar point to be learnt in the unit.

- Put Ss into groups. Draw a mind map on the board and write *Endangered species* in the middle. Have groups brainstorm as many aspects of the topic as possible, e.g. names of species, reasons for the decline, consequences. Give Ss a time limit for the brainstorming.
- Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort.
- Have Ss look at the pictures and elicit the context of the conversation by asking some questions, e.g. *What animals do you see in the pictures? Are they endangered?*
- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to wildlife conservation while they are listening and reading.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Call on three Ss to read the conversation aloud.

I GETTING STARTED

At a rescue centre

1 Listen and read.

Ms Smith: Welcome to the Endangered Primate Rescue Centre! If you have any questions during the tour, don't hesitate to ask me.

Mark: I've just seen a monkey in the enclosure. So are primates just monkeys, Ms Smith?

Ms Smith: No, primates are a group of mammals that includes not just monkeys, but also humans and apes.

Mark: What's the difference between apes and monkeys?

Ms Smith: Well, apes don't have tails and are larger than monkeys. Their brains are also larger. They're as good at using tools as they're at learning sign language.

Mai: So how many primates live here?

Ms Smith: The centre is home to more than 170 primates representing 14 species. They're housed in large enclosures.

Mark: I can hear some sounds. Is someone singing?

Ms Smith: We're close to the gibbons' enclosure, and the male and female gibbons are singing. Gibbons are the smallest of the apes, and all seven species are regarded as threatened. In fact, five of them are listed as critically endangered.

Mai: What is the main threat to gibbons?

Ms Smith: It's habitat loss due to deforestation and illegal hunting. Poachers make a big profit out of selling gibbons as pets and for making traditional medicine and food.

Mai: So we can help gibbons if we stop keeping them as pets.

Ms Smith: That's right. Now let me show you Derek, the gibbon we rescued last week. He was locked in a cage for two years as an illegal pet.

Mai: Oh no, he's so thin.

Ms Smith: Yes. Gibbons can become ill or weak unless they're fed the right type of food. After examining Derek, our veterinarian also found head injuries. So we'll give him a suitable diet and monitor him for several weeks before we release him into the national park.

Audio script – Track 56:

Ms Smith: Welcome to the Endangered Primate Rescue Centre! If you have any questions during the tour, don't hesitate to ask me.

Mark: I've just seen a monkey in the enclosure. So are primates just monkeys, Ms Smith?

Ms Smith: No, primates are a group of mammals that includes not just monkeys, but also humans and apes.

Mark: What's the difference between apes and monkeys?

Ms Smith: Well, apes don't have tails and are larger than monkeys. Their brains are also larger. They're as good at using tools as they're at learning sign language.

Mai: So how many primates live here?

Ms Smith: The centre is home to more than 170 primates representing 14 species. They're housed in large enclosures.

Mark: I can hear some sounds. Is someone singing?

Ms Smith: We're close to the gibbons' enclosure, and the male and female gibbons are singing. Gibbons are the smallest of the apes, and all seven species are regarded as threatened. In fact, five of them are listed as critically endangered.

Mai: What is the main threat to gibbons?

Ms Smith: It's habitat loss due to deforestation and illegal hunting. Poachers make a big profit out of selling gibbons as pets and for making traditional medicine and food.

Mai: So we can help gibbons if we stop keeping them as pets.

Ms Smith: That's right. Now let me show you Derek, the gibbon we rescued last week. He was locked in a cage for two years as an illegal pet.

Mai: Oh no, he's so thin.

Ms Smith: Yes. Gibbons can become ill or weak unless they're fed the right type of food. After examining Derek, our veterinarian also found head injuries. So we'll give him a suitable diet and monitor him for several weeks before we release him into the national park.

...

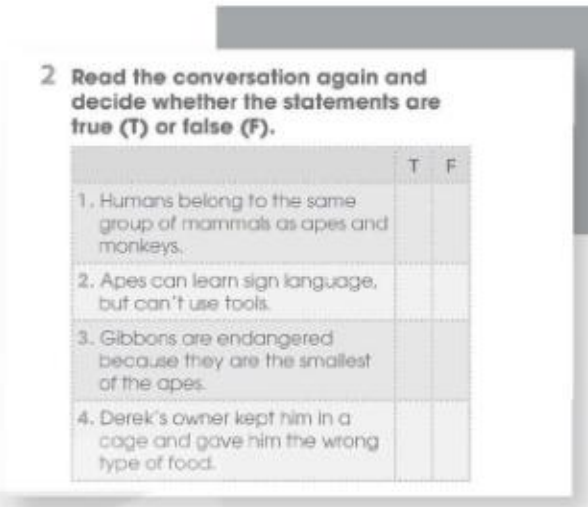
ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Put Ss in pairs. Ask them to read the statements carefully and decide whether they are true or false. In stronger classes, encourage Ss to do the task without looking back at the conversation.
- Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions.
- Have Ss share their answers with the class.
- Confirm the correct answers.

Key: 1. T 2. F 3. F 4. T

Extension: Put Ss in pairs and have each pair come up with two statements based on the conversation: one true and one false. Invite each pair to call out their statements for the rest of the class to decide if they are true or false. Give a point to the pair who is the first to call out the correct answer. In stronger classes, have Ss correct the false statements.



2 **Read the conversation again and decide whether the statements are true (T) or false (F).**

	T	F
1. Humans belong to the same group of mammals as apes and monkeys.		
2. Apes can learn sign language, but can't use tools.		
3. Gibbons are endangered because they are the smallest of the apes.		
4. Derek's owner kept him in a cage and gave him the wrong type of food.		

ACTIVITY 3

Aim: To introduce words and phrases related to wildlife conservation.

- Have Ss read the conversation quickly again, find these words and phrases, and guess their meanings from the context.
- Ask Ss to do the matching. In weaker classes, ask Ss to identify the two noun phrases (1 and 2) and the two verbs (3 and 4). Then have them identify the definitions of noun phrases and those of verbs.
- To check answers, write the individual words and phrases on the board and have Ss come to the board to match them. Alternatively, have one student read the word/phrase and another student say its meaning.
- Give further explanation of the words and phrases. Make sure Ss understand the difference between *threatened species* (at risk of becoming endangered in the near future) and *critically endangered species* (at extreme risk of becoming extinct in wild habitats).

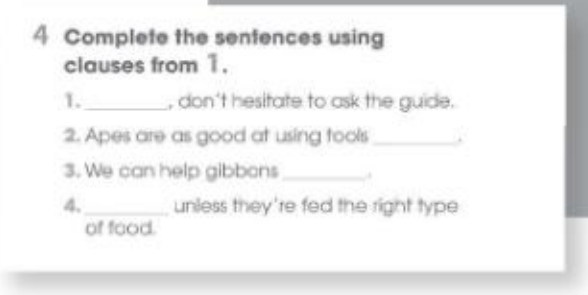
Key: 1. d 2. b 3. a 4. c

3 **Match the words and phrases with their meanings.**

1 threatened species	a to watch and check something carefully over a period of time
2 critically endangered species	b plants and animals that are in danger of disappearing
3 monitor	c to let someone go free after having kept them somewhere
4 release	d plants and animals that are likely to become endangered in the near future

ACTIVITY 4

Aim: To help Ss identify adverbial clauses of condition and comparison.



4 **Complete the sentences using clauses from 1.**

1. _____, don't hesitate to ask the guide.
2. Apes are as good at using tools _____.
3. We can help gibbons _____.
4. _____ unless they're fed the right type of food.

- Have Ss read each sentence and try to think of the missing clauses to complete the sentences.
- In weaker classes, encourage Ss to read the conversation again and find the sentences.
- Check answers by calling on individual Ss to read the completed sentences.
- Elicit from Ss the two types of clauses, i.e. adverbial clauses of condition and comparison. Draw Ss' attention to the conjunctions used in them, e.g. *if, unless, as … as, than*.

Key:

1. If you have any questions during the tour
2. as they're at learning sign language
3. if we stop keeping them as pets
4. Gibbons can become ill or weak

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 8, the **Project** section, look at the title, and say what the topic of the project is (*Protecting endangered species*). Explain the project requirements: Ss will have to choose an endangered species, find information about it, suggest ways to protect it, and make a poster. Ss will display their posters in the classroom in advance. One representative from each group will stand next to their poster. The rest will walk around, look at the posters, and talk to the representatives if they want to learn more about the endangered species.
- Suggest some steps Ss can follow: 1) Collecting information by searching the Internet, reading magazines, finding materials in the library, brainstorming ideas, etc.; 2) Organising their ideas and visuals, and designing the poster; 3) Practising presenting it and answering questions about the content.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 2. LANGUAGE

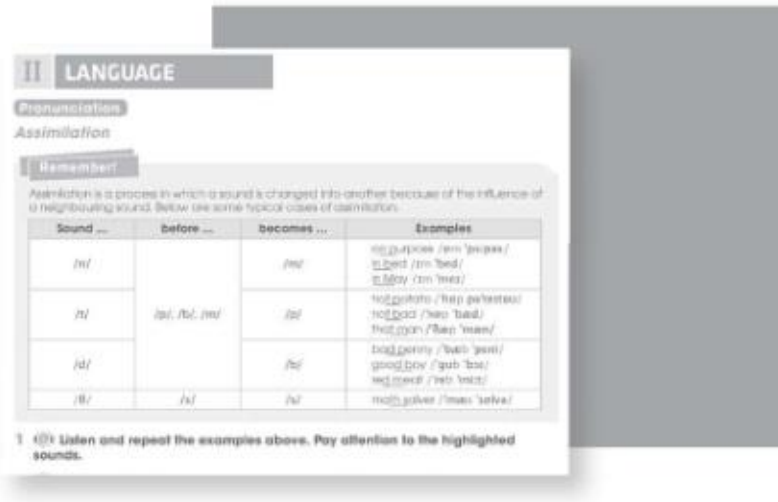
PRONUNCIATION

ASSIMILATION

ACTIVITY 1

Aim: To help Ss recognise and practise assimilation of consonant sounds in connected speech.

- Greet Ss by saying, *Good morning*. Ask them to repeat the phrase. Write it on the board and say it a few times. Ask if it matches the spelling and elicit from Ss that the actual sound /d/ when followed by /m/ becomes /b/.


II LANGUAGE

Pronunciation

Assimilation

Remember!

Assimilation is a process in which a sound is changed into another because of the influence of a neighbouring sound. Below are some typical cases of assimilation.

Sound ...	before ...	becomes ...	Examples
/n/	/p/, /b/, /m/	/m/	no purpose /nəm 'pɜːpəs/ in bed /ɪm 'bed/ in May /ɪm 'meɪ/
/t/		/p/	not patato /ˈnɒp pəˈteɪtəʊ/ not bad /ˈnɒp ˈbæd/ that man /ˈðæp ˈmæn/
/d/		/b/	bad penny /ˈbæb ˈpenɪ/ good boy /ˈgʊb ˈbɔɪ/ red meat /ˈreb ˈmiːt/
/θ/	/s/	/s/	math solver /ˈmæs ˈsɒlvə/

1 Listen and repeat the examples above. Pay attention to the highlighted sounds.

- Explain that this is a natural process called assimilation and it happens in all languages. Focus their attention on the **Remember!** box and have them read the explanation. Tell Ss they should not intentionally change the ending sounds as described.
- Play the recording for Ss to listen and follow. Then play it again for Ss to repeat as a class.
- Ask Ss to work in pairs and take turns pronouncing the phrases. Encourage Ss to say them as naturally as possible.

Audio script – Track 57:

on purpose /ɒm 'pɜːpəs/ in bed /ɪm 'bed/ in May /ɪm 'meɪ/
hot potato /'hɒp pə'teɪtəʊ/ not bad /'nɒp 'bæd/ that man /'ðæp 'mæn/
bad penny /'bæb 'peni/ good boy /'gʊb 'bɔɪ/ red meat /'reb 'miːt/
math solver /'mæs 'sɒlvə/

ACTIVITY 2

Aim: To help Ss recognise and practise assimilation of consonant sounds in connected speech.

2 Listen and underline the parts where assimilation occurs. Then practise reading the sentences in pairs.
1. Apes are larger than monkeys.
2. If fed properly, the bear will recover soon.
3. Both species benefit from living together.
4. Ten per cent of the world's population was infected by the virus.

- Ask Ss to read the sentences and underline the parts where assimilation occurs.
- In weaker classes, do the first one as an example on the board. Read the sentence or play the recording first, then let Ss repeat it and underline the answer.
- Extend the task by having Ss take turns reading each of the sentences in pairs twice: 1) slowly, trying to enunciate each word clearly and avoid any assimilation and 2) quickly, trying to blend the final and initial sounds. Ask their partners to listen carefully and identify any assimilated sounds.
- Play the recording several times if necessary to check answers.
- If necessary, further explain the reason behind the assimilation processes, i.e. our articulators (tongue, lips, teeth, etc.) move from one position to another very quickly in natural speech and certain changes are hard to make in the required time so they take a shortcut. Tell Ss that assimilation is not obligatory, but it is natural and makes speakers sound more fluent.

Key + Audio script – Track 58:

1. Apes are larger than monkeys. /'ðəm 'mʌŋkiz/
2. If fed properly, the bear will recover soon. /'feb 'prɒpəli/
3. Both species benefit from living together. /'bəʊs 'spiːʃiːz/
4. Ten per cent of the world's population was infected by the virus. /'tem pə'sent/

Extension: Put Ss in groups and have each group come up with two-word phrases with possible assimilation. Ask Ss to write them on separate pieces of paper. Give some examples if necessary, e.g. *best man, put back, flight plan, blood pudding, gold mine, open book, garden party, bath salts, birth certificate.* Give groups five minutes and have them write as many phrases as they can. When time is up, ask each group to place their phrases face down on a table in front of the class. Invite Ss from other groups to come to the table, pick a piece of paper, and say the phrase as naturally as possible.

VOCABULARY

CONSERVING WILDLIFE

Vocabulary
Conserving wildlife
Match the words with their meanings.
1 extinct (adj) — c to continue to live or exist, usually despite difficulty or danger
2 survive (V) — e the situation in which a person or animal is kept somewhere and is not allowed to leave
3 captivity (n) — b to protect the natural environment
4 conserve (V) — d when a particular type of plant or animal stops existing
5 rare (adj) — a not common or frequent; very unusual

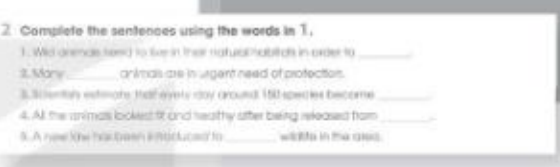
ACTIVITY 1

Aim: To introduce words related to wildlife conservation.

- Ask Ss to work in pairs. Ask them to read the words and match them to their meanings.
- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.
- Have Ss practise vocabulary building skills by thinking of synonyms and antonyms of the five items. Put Ss in pairs or groups. In weaker classes, say the words and have Ss decide if they are synonyms or antonyms, e.g. *extinct: lost* (synonym), *dead* (synonym), *destroyed* (synonym), *living* (antonym), *existing* (antonym).

Key: 1. d 2. a 3. b 4. c 5. e

ACTIVITY 2


2 Complete the sentences using the words in 1.
1. Wild animals need to live in their natural habitats in order to _____.
2. Many _____ animals are in urgent need of protection.
3. Scientists estimate that every day around 150 species become _____.
4. All the animals looked fit and healthy after being released from _____.
5. A new law has been introduced to _____ wildlife in the area.

Aim: To help Ss practise using the words in **1** in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word in **1** can be used to complete each of the sentences. Explain that they should use context clues to decide on the word, e.g. in the first sentence, the gapped word is a verb that explains the reason why wild animals need to live in natural habitats.
- Check answers as a class. Have Ss call out the word they have used in each sentence first.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the words by referring to the context clues.
- Ask individual Ss to read the completed sentences.

Key: 1. survive 2. rare 3. extinct 4. captivity 5. conserve

Extension: Put Ss in groups and have them create words using the same roots as the five items, e.g. *survive: survival, survivor*. In stronger classes, ask Ss to make sentences with each new word.

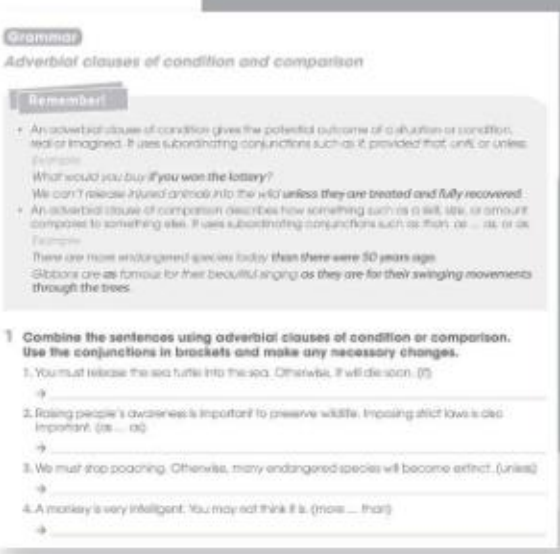
GRAMMAR

ADVERBIAL CLAUSES OF CONDITION AND COMPARISON

ACTIVITY 1

Aim: To give Ss an opportunity to practise adverbial clauses of condition and comparison.

- Tell Ss to read the explanation and examples in the **Remember!** box. Check understanding of the grammar point by asking questions such as *What does the clause describe? What conjunctions does it use?*
- In weaker classes, give more examples to demonstrate the use of all conjunctions.
- In stronger classes, have Ss come up with their own example sentences.


Grammar
Adverbial clauses of condition and comparison
Remember!
• An adverbial clause of condition gives the potential outcome of a situation or condition, real or imagined. It uses subordinating conjunctions such as if, provided that, until, or unless.
Examples:
What would you buy **if you won the lottery**?
We can't release injured animals into the wild **unless they are treated and fully recovered**.
• An adverbial clause of comparison describes how something such as a skill, rate, or amount compares to something else. It uses subordinating conjunctions such as than, as ... as, or as.
Examples:
There are more endangered species today **than there were 50 years ago**.
Gibbons are **as** famous for their beautiful singing **as they are for their swinging movements** through the trees.
1 Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes.
1. You must release the sea turtle into the sea. Otherwise, it will die soon. (if)
→ _____
2. Raising people's awareness is important to preserve wildlife. Imposing strict laws is also important. (as ... as)
→ _____
3. We must stop poaching. Otherwise, many endangered species will become extinct. (unless)
→ _____
4. A monkey is very intelligent. You may not think it is. (more ... than)
→ _____

- Ask Ss to work in pairs or individually to combine the pairs of sentences by using the conjunctions in brackets. If necessary, help Ss identify the type of adverbial clause before they start writing. In weaker classes, underline the words that they don't need to include in their new sentences and tell them where to place the conjunctions, e.g. at the beginning of the first or second sentence.
- Check answers as a class and ask Ss to explain the structure of each sentence.

Key:

1. If you don't release the sea turtle into the sea, it will die soon.
2. Raising people's awareness is as important to preserve wildlife as imposing strict laws is.
3. Unless we stop poaching, many endangered species will become extinct.
4. A monkey is more intelligent than you may think.

ACTIVITY 2

Aim: To help Ss practise adverbial clauses of condition and comparison in a speaking activity.

2 Work in pairs. Make sentences about endangered animals using adverbial clauses of condition or comparison.
Examples:
Punishment for hunting endangered animals is not as harsh as it should be.
If we don't protect giant pandas, they will soon become extinct.

- Have Ss read the instructions and examples, and make sure they all understand the context and what they have to do. In weaker classes, brainstorm some ideas and write them as prompts on the board.
- Put Ss in pairs and have them make their own sentences.
- Invite some pairs of Ss to share their sentences with the class.

Suggested answers:

You might be surprised to know that dolphins are **more** intelligent **than many other sea creatures are**.

If we do not take immediate measures to stop global warming, polar bears may become extinct.

If we continue to breed and keep tigers in captivity, they will not develop the skills to survive in the wild.

Extension: Put Ss in groups and have each group come up with a topic-related simple sentence. Ask them to write it on a piece of paper. Have groups swap their sentences. Each group then write as many new sentences as they can by adding adverbial clauses of condition and comparison to their simple sentence. Give a time limit of three minutes. Then ask groups to read their sentences.

LESSON 3. READING

WILDLIFE CONSERVATION NEWS

ACTIVITY 1. Pre-reading

Aim: To activate Ss' prior knowledge about the topic and get Ss involved in the lesson.

III READING
Wildlife conservation news
1 Work in pairs. Discuss the following questions.
Do you often read news stories about wildlife? If yes, what are they about?

- Read the questions and answer them yourself first. You can also elicit answers from a couple of volunteers.
- Put Ss in pairs and have them discuss the questions.
- Invite some pairs to share their answers with the class.
- Accept all reasonable answers and tell Ss they will find out if they were right or wrong in the next activity.
- Tell Ss that they are going to read several news items about wildlife conservation. Ask Ss to look at the pictures and guess what the news items are about.

Suggested answers:

– Yes, I do. Last week, I read a news story about a young girl who saved hundreds of starfish washed up on a beach. She and her mum were walking on the beach when they spotted the starfish stranded on the sand. Then they moved the creatures into rock pools and deep puddles.

– Yes, I do. Yesterday, I watched an interesting documentary about how sea turtles lay their eggs on a nesting beach.

ACTIVITY 2. While-reading

Aim: To help Ss practise reading for main ideas.

- Ask Ss to read the five headlines and check understanding. Have them underline keywords in each headline. Remind Ss that there are two extra headlines that they do not need to use.
- Have Ss read the news items looking for the keywords they underlined.
- Check answers as a class. Write them on the board.

Key: 1. B 2. A 3. D

Extension: Put Ss in pairs and have them summarise each news item in one or two sentences. Encourage Ss to use the headings as their starting point, changing the word order, or adding other details, e.g. *Hundreds of volunteers took part in a sea turtle protection programme on Con Dao Island. The aim of the programme is to rescue turtle eggs and raise awareness about this endangered species*. Have pairs share their summaries with the class.

2 **Read the news items and choose the most suitable headline for each one. There are TWO extra headlines.**

A. Plans to help coral reefs recover
B. Sea turtle protection efforts supported by hundreds of volunteers
C. The effect of diving activities on coral reefs
D. Wildlife on exhibition to raise public awareness and funds
E. Young wildlife artists to hold exhibition of vulnerable species

WILDLIFE CONSERVATION NEWS

1. _____

More than 600 volunteers participated in sea turtle conservation activities held on Con Dao Island last week. Volunteers made sure that their spawning ground is safe. They also rescued turtle eggs and buried them in the sand. Sea turtles are threatened with extinction worldwide, and their populations have decreased dramatically in many places. That is why sea turtle conservation programmes are organised annually around the world. They attract many volunteers and help raise public awareness about the threats to sea turtle species.

2. _____

Local authorities are taking measures to restore the coral reef ecosystem in Nha Trang Bay. They will organise regular clean-ups of the seabed and removal of marine debris. Diving clubs will also help by having their professional divers collect broken pieces of coral, re-grow them in underwater nurseries, and then re-attach them to reefs. Coral cover is expected to increase, which will help restore natural habitats and promote marine biodiversity in the bay. In addition, the bay's management board will also monitor the number of swimmers and divers to avoid putting too much stress on the ecosystem.

3. _____

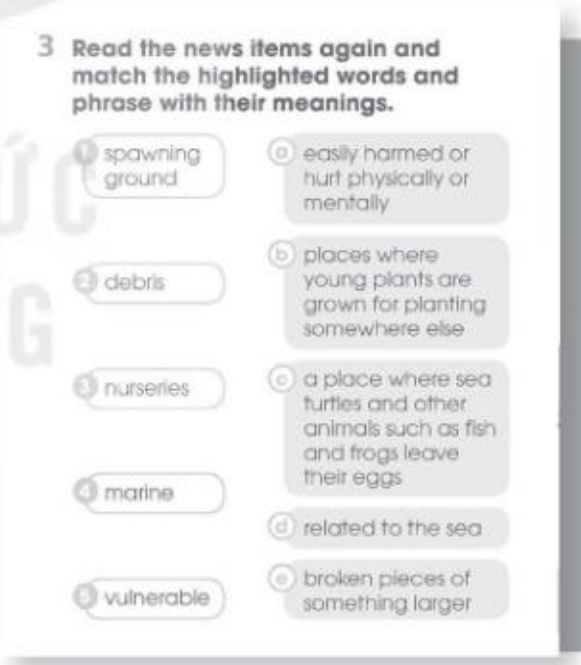
An exhibition entitled 'Paint for wildlife' will be held in Ha Noi next week. It will include more than 30 paintings by secondary school students across the country. Visitors will also have the opportunity to meet the young artists and discuss the stories behind their beautiful paintings. All of them will be on sale to raise money for the protection of endangered and vulnerable species. The event organisers hope to raise public awareness of wildlife conservation through art and contribute to efforts to save rare and endangered animals.

ACTIVITY 3. While-reading

Aim: To help Ss practise guessing the meanings of words and phrase from context.

- Have Ss focus on the highlighted words and phrase, looking for context clues in the text, and working out the correct meaning.
- Encourage Ss to use the context in which the words and phrase are used rather than looking them up in the dictionary.
- Have Ss discuss the context clues and compare answers in small groups.
- Check answers as a class by inviting Ss to write them on the board.

Key: 1. c 2. e 3. b 4. d 5. a



3 **Read the news items again and match the highlighted words and phrase with their meanings.**

1. spawning ground — (c) a place where sea turtles and other animals such as fish and frogs leave their eggs
2. debris — (e) broken pieces of something larger
3. nurseries — (b) places where young plants are grown for planting somewhere else
4. marine — (d) related to the sea
5. vulnerable — (a) easily harmed or hurt physically or mentally

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the questions and answer choices first. Check understanding.
- Have Ss underline keywords in the questions and answer choices. Ask them to read the news items again looking for these keywords or paraphrases of them.
- Focus Ss' attention on the negative word in Question 2. Remind them to eliminate the answer choices containing the information mentioned in the text. The answer is the option which gives wrong/different information or information not stated in the text.
- Check answers as a class. Call on some Ss to explain their answers using context clues.

Key: 1. A 2. A 3. C 4. D 5. B

Extension: Elicit from Ss the different people mentioned in the news items, e.g. volunteers, local authorities, professional divers, young artists. Put Ss in groups and ask each student to choose a role and prepare a short talk about themselves, e.g. *I'm a volunteer for the sea turtle conservation programme. I took part in the conservation activities held on Con Dao Island*. Encourage the rest of the group to ask questions about what the person saw or did, e.g. *Did you see any sea turtles? How many eggs did you rescue?* Encourage Ss to be creative, and ask for details not included in the news items. In weaker classes, do the extension activity as a class activity.

ACTIVITY 5. Post-reading

Aim: To help Ss use the ideas and language in the reading to express opinions and give reasons.

- Ask Ss to review the news items quickly and note down some ideas for their answers.
- Encourage Ss to be as creative and imaginative as possible.
- Invite Ss from different groups to share their answers with the class.

Suggested answers:

– I find news item No. 3 most interesting because this is a great opportunity for art lovers to gather together for a meaningful event. They can enjoy viewing paintings, and at the same time they can help promote public awareness about wildlife conservation.

– I find news item No. 1 most useful because it helps raise public awareness about sea turtles as an endangered species that requires special protection. It also provides information about this unique volunteering opportunity and encourages people to take part in such conservation projects.

4 Read the news items again and choose the correct answer.

1. Where is the sea turtle spawning ground?
   A. Con Dao Island
   B. Ha Noi
   C. Khanh Hoa
   D. Nha Trang
2. Which of the following is NOT true about sea turtles?
   A. Volunteers help sea turtles by burying them in the sand.
   B. Their populations have gone down significantly.
   C. Many volunteers take part in conservation projects to help sea turtles every year.
   D. They are facing extinction all over the world.
3. Why did the management board of Nha Trang Bay have to monitor the number of divers and swimmers there?
   A. To train more professional divers.
   B. To restore the coral system.
   C. To avoid putting pressure on the system.
   D. To promote the natural habitat of the bay.
4. How many paintings will be on display in the wildlife exhibition?
   A. Around 600. B. Around 300.
   C. Around 25. D. Around 30.
5. What will happen to the paintings at the exhibition?
   A. They will be donated to visitors.
   B. They will be sold to raise money for wildlife conservation.
   C. They will be shown in public places.
   D. They will be given to different schools.

5 Work in groups. Discuss the following questions.

Which of the news items do you find most interesting or useful? Why?

LESSON 4. SPEAKING

ACTIVITIES FOR CONSERVING WILDLIFE

Learning outcome: By the end of the lesson, Ss will be able to plan and present activities for conserving wildlife.

ACTIVITY 1

Aim: To introduce more ideas for the main speaking task and get Ss involved in the lesson.

- Recap the wildlife conservation activities that Ss read about in the reading text.
- Focus their attention on the table and have Ss tell you if the activities are included there. Check understanding.

IV SPEAKING

Activities for conserving wildlife

1 Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife.

Activities	Ranking
1. Organising art or photography exhibitions of wildlife	
2. Volunteering to help local wildlife	
3. Avoiding activities, e.g. diving or swimming in the area that may harm the ecosystem	
4. Inviting guest speakers to talk about wildlife conservation	
5. Watching documentaries about wildlife	
6. Raising funds for endangered species	
7. Holding writing and speaking competitions about wildlife conservation, e.g. writing essays and debating	

- Put Ss in pairs and have them discuss and rank the activities.
- Have Ss think of how important each activity is for conserving wildlife, e.g. *How will it affect wildlife? Will it have a long-term or short-term impact? Will it be easy to achieve?*
- Ask some pairs to share their answers with the class. Encourage them to provide reasons for their ranking.

Suggested answer: 3 - 6 - 2 - 5 - 4 - 1 - 7

- We think that the most important thing is avoiding activities that may harm the ecosystem.
- Raising funds for endangered species is the second most important activity because the money is used to protect and rebuild habitats, release species back into the wild, and carry out research.
- The third most important activity is volunteering to help local wildlife. As volunteers, people can directly contribute to conservation efforts and gain invaluable experience.
- We ranked the other four items in the following order: 5 - 4 - 1 - 7. They are all examples of learning about wildlife and raising awareness of endangered species conservation.

ACTIVITY 2

Aim: To help Ss personalise the topic.

- Ask Ss to read the notice and check understanding.
- In weaker classes, have Ss brainstorm some activities as a class.
- Ask three Ss to read the example and elicit the communication strategies used, e.g. introducing the discussion topic, asking for and expressing opinions, agreeing or disagreeing. Encourage Ss to refer to the expressions listed in Appendix 1 of their books.
- Put Ss in groups to do the activity. Walk round the class and provide help if necessary.
- Remind Ss to take notes of their ideas.

Suggested answer:

A: Today, we're discussing suitable activities for the World Wildlife Day. The aim is to raise students' awareness of wildlife protection. Does anyone have any interesting ideas?

B: I think we should start the event with a speaking competition about wildlife conservation. Students can debate the importance of wildlife and how we can protect it.

C: I like your idea, but how will a speaking competition help preserve wildlife?

B: Well, this will be a good way to attract lots of participants. I know that many students in our school are good at debating. This competition will be an excellent awareness raising activity. Don't you agree with me?

A: Yes, I totally agree with you. I also suggest that we organise a wildlife photography exhibition. Using visuals is the best way to present information and convey our message.

C: OK, but we need to find suitable images. Perhaps we can ask the school Photography Club for advice. How about raising funds for an endangered species? We should support an animal native to our area, such as the sea turtle.

B: Great idea! …

2 **Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. Explain how the activities will help conserve wildlife. Use the list in 1 and the example below to help you.**

LANGUAGE SUPPORT page 144

The school's Youth Union is celebrating the World Wildlife Day (3rd March) to raise young people's awareness of wildlife conservation. We are seeking ideas for interesting activities to be included in the event. Send us your ideas.

Example:

A: *Today, we're discussing suitable activities for the World Wildlife Day. The aim is to raise students' awareness of wildlife conservation. Does anyone have any interesting ideas?*

B: *I think we should start the event with a wildlife painting competition.*

C: *I like your idea, but how will painting help conserve wildlife?*

B: *Well, …*

ACTIVITY 3

Aim: To give Ss an opportunity to present their ideas for the World Wildlife Day to the class.

3 **Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas.**

- Have Ss work in the same groups as in **2**. They should decide on at least three activities for the World Wildlife Day and how each of them will help conserve wildlife.
- Have Ss practise presenting their ideas in their groups.
- Invite groups to present their ideas to the class. Have the class vote for the best ideas/presentation.

Suggested answer:

We discussed suitable activities for the World Wildlife Day to raise students' awareness of wildlife protection. We decided on three main activities. The first one is a speaking competition about wildlife conservation, where students can debate the importance of wildlife and how to protect it. This activity will attract many participants and serve as an excellent awareness-raising activity. The second activity we suggest is to organise a wildlife photography exhibition as visuals are an effective way to convey the message. We also discussed asking the school Photography Club to help us find suitable images. The third activity we propose is raising funds for an endangered species, for example, a native animal like the sea turtle.

Extension: In stronger classes, ask Ss to prepare an invitation to the World Wildlife Day, including the programme of the event. Explain that most event invitations include the following details: name of the person invited, title and description of the event, name of organisers, time and date, location and how to get there, dress code or what to wear, RSVP deadline. Have Ss work in their groups. Have them first decide who they are going to invite, e.g. friends, relatives, famous people. Encourage Ss to decorate their invitations. Display them in the classroom.

LESSON 5. LISTENING

ENDANGERED SPECIES

ACTIVITY 1. Pre-listening

Aim: To set the context for the listening and get Ss involved in the lesson.

- Put Ss in pairs. Have them look at the pictures and describe what is happening to the tigers, e.g. *A tiger is being kept in a cage/in captivity in the first picture. The second picture shows a tiger that is being targeted/hunted/will probably be killed.*
- Write some additional questions for Ss to discuss, e.g. *Are these problems serious? Why do they happen? What can we do about them?*
- Call on some pairs of Ss to share their answers with the class.

Suggested answer:

The two pictures show that tigers are still facing serious threats. In the first picture, the tiger is being kept in captivity, while the tiger in the other picture is being hunted and will probably be killed. We can protect tigers by refusing to buy tiger parts and items made from them. When visiting tiger reserves, we should be responsible tourists and should not pollute or damage their natural habitats.

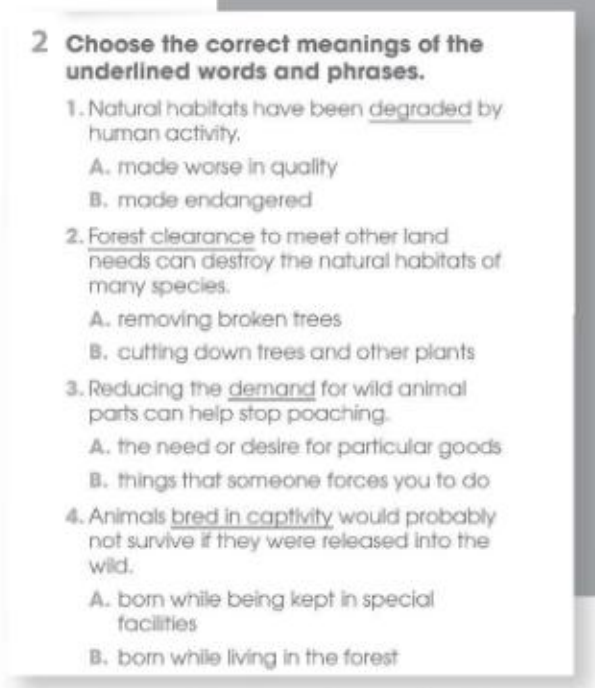
V LISTENING

Endangered species

1 **Work in pairs. Look at the pictures and discuss the following questions.**
What is happening to the tigers in the pictures? What can we do to protect the tigers?

ACTIVITY 2. Pre-listening

Aim: To introduce some words and phrases to help Ss understand the listening.


2 **Choose the correct meanings of the underlined words and phrases.**

1. Natural habitats have been degraded by human activity.
   A. made worse in quality
   B. made endangered
2. Forest clearance to meet other land needs can destroy the natural habitats of many species.
   A. removing broken trees
   B. cutting down trees and other plants
3. Reducing the demand for wild animal parts can help stop poaching.
   A. the need or desire for particular goods
   B. things that someone forces you to do
4. Animals bred in captivity would probably not survive if they were released into the wild.
   A. born while being kept in special facilities
   B. born while living in the forest

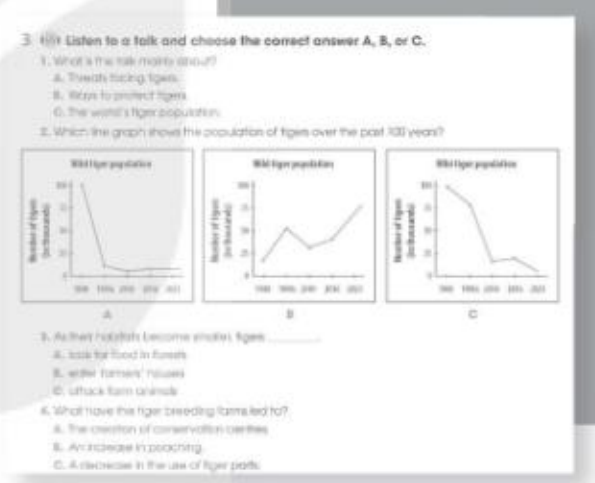
- Ask Ss to read the sentences and the answer choices, and check understanding.
- Encourage Ss to guess the meanings from the context in which the words and phrases are used. Have Ss also try to replace each underlined word or phrase with each answer choice or part of it to see which one fits in the sentence logically.
- Check answers as a class.

Key: 1. A 2. B 3. A 4. A

Extension: Write the words and phrases that Ss have learnt on the board, e.g. *degrade, forest clearance, demand, breed, captivity.* Put Ss in pairs and have them come up with synonyms and antonyms of the items, e.g. *degrade*: synonyms – *reduce, ruin, weaken, destroy, damage*; antonyms – *improve, better, enhance*. In stronger classes, have Ss explain which synonyms have exactly the same meaning and which slightly differ in meaning.

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for main ideas and specific information.


3 **Listen to a talk and choose the correct answer A, B, or C.**

1. What is the talk mainly about?
   A. Threats facing tigers
   B. Ways to protect tigers
   C. The world's tiger population
2. Which line graph shows the population of tigers over the past 100 years?

A B C

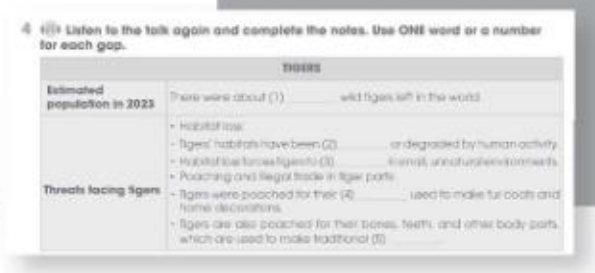
3. As their habitats become smaller, tigers _____
   A. look for food in forests
   B. enter farmers' houses
   C. attack farm animals
4. What have the tiger breeding farms led to?
   A. The creation of conservation centres
   B. An increase in poaching
   C. A decrease in the use of tiger parts

- Tell Ss that they're going to listen to a talk about an endangered species.
- Have Ss read the questions and answer options, and study the line graphs. Check understanding. Have Ss tell you what the x-axis and the y-axis show, and summarise the information shown in each graph, e.g. *Graph A shows that in 1900 there were 100,000 wild tigers, but in 1990s their numbers dropped to less than 10,000, then further decreased in 2010 and currently there are no more than 5,000 individuals.*
- Play the recording and have Ss do the activity.
- Check answers as a class.
- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.

Key: 1. A 2. A 3. C 4. B

ACTIVITY 4. While-listening

Aim: To help Ss practise listening for specific information.


4 **Listen to the talk again and complete the notes. Use ONE word or a number for each gap.**

TIGERS	
Estimated population in 2023	There were about (1) _____ wild tigers left in the world.
Threats facing tigers	• Habitat loss • Tigers' habitats have been (2) _____ or degraded by human activity. • Habitat loss forces tigers to (3) _____ in small, unnatural environments. • Poaching and illegal trade in tiger parts • Tigers were poached for their (4) _____ used to make fur coats and home decorations. • Tigers are also poached for their bones, teeth, and other body parts which are used to make traditional (5) _____

- Ask Ss to read the incomplete notes.
- Encourage them to guess what part of speech might fit each gap.
- In stronger classes, have Ss complete the notes based on what they remember from the first listening.
- In weaker classes, play the recording for Ss to complete the notes.
- Ask Ss to compare their answers in pairs.
- Check answers as a class by calling on some Ss to read out the completed notes.
- If necessary, play the recording again, pausing at the places where they can get the correct information.

Key: 1. 4,500 2. destroyed 3. survive 4. skins 5. medicines

Audio script – Tracks 59 + 60:

As part of our series on wildlife, I'm going to talk about tigers today. First, let's take a look at the current situation. Over the last 100 years, the world's wild tiger population has declined significantly. At the beginning of the 20th century, there were 100,000 tigers in the wild. From an estimated 7,000-8,000 in the late 1990s, wild tiger numbers decreased by more than half in 2010. For the first time in 2016, there was a slight increase. However, there were still only about 4,500 wild tigers around the world in 2023. So, why are tigers endangered? What are the threats facing wild tigers?

First, tigers have lost a large part of their natural habitats. Their habitats have been destroyed or degraded by human activity. Forest clearance for agriculture and wood, as well as the building of roads and housing have forced tigers to survive in small, unnatural environments. As their habitats become smaller, they find it hard to find food. So they are forced to enter villages and attack farm animals, which often results in killing the tigers by the farmers.

However, the most serious threat facing tigers today is poaching and the illegal trade in tiger parts. Historically, tigers were poached for their skins used to make fur coats and home decorations. In addition, there is still demand for their bones, teeth, and other body parts, which are used to make traditional medicines. Nowadays, many people still believe tiger medicines can cure diseases although this has been proven to be wrong by scientists. The demand for tiger parts led to the creation of tiger breeding farms where tigers are bred in captivity and killed for their parts. These farms were originally set up with tiger conservation in mind, as a way to stop poaching. However, these breeding farms led to an increase in poaching.

What can we do to help save tigers? Well, we can …

Extension: Play the recording, pausing before the last word or phrase of long sentences and have Ss recall or guess it, e.g. play the sentence until the word *current*: *First, let's take a look at the current* … Have Ss call out the last word, i.e. *situation*. In stronger classes, ask Ss to write the words on the board.

ACTIVITY 5. Post-listening

Aim: To give Ss an opportunity to use the language and ideas in the listening to talk about the situation in their own country.

5 Work in pairs. Discuss the following questions.
Which threats are facing tigers in Viet Nam? Which one is the most serious?

- Ask Ss if they know which threats tigers in Viet Nam are facing nowadays.
- Put Ss in pairs and have them discuss the threats and decide on the most serious one.
- Invite pairs to share their answers with the class.

Suggested answer:

Tigers in Viet Nam are also facing a number of threats. The largest and most serious of these is habitat loss. Forests in Viet Nam have been destroyed, degraded, and reduced, which made tigers more vulnerable to hunters. The other threat is poaching. Tigers in Viet Nam have been hunted to extinction for their skins, bones, and other body parts, which are used in traditional medicines. Although the government has encouraged tiger farming and tiger breeding facilities, most of the animals born in such farms lack the survival skills necessary to be released into the wild. There is still a demand for tiger-based products in Viet Nam, so captive tigers and their body parts continue to enter the legal and illegal trade.

LESSON 6. WRITING

A PROBLEM-SOLVING REPORT ON PROTECTING TIGERS

Learning outcome: By the end of the lesson, Ss will be able to write a problem-solving report on protecting tigers.

ACTIVITY 1

Aim: To help Ss generate ideas for their writing.

- Ask Ss to read the solutions and check understanding.
- In weaker classes, recap some of the threats Ss learnt about in the **Listening** section and write them as prompts on the board.
- Put Ss in pairs and have them complete the activity.
- Check answers as a class.
- In stronger classes, encourage Ss to add more solutions and come up with other threats to wild tigers, e.g. climate change, tiger farms, conflict with humans.

Suggested answers:

1. Loss of habitat
2. Poaching and illegal trade in body parts
3. Rising demand for tiger parts

VI WRITING

A problem-solving report on protecting tigers

1 **Work in pairs. Read the solutions and write the threats.**

Threats	Solutions
1. _____	- Stopping deforestation - Restoring degraded habitats - Rebuilding or replacing habitats that have been lost
2. _____	Introducing stricter laws and harsher punishments to stop poachers from killing and selling tiger parts
3. _____	- Educating people about the importance of tiger conservation - Reducing demand for tiger parts

ACTIVITY 2

Aim: To help Ss practise writing a problem-solving report on protecting tigers.

- Ask Ss to read the announcement and check understanding. Have Ss think about the audience or the readers of the Wildlife Magazine, and the reason for writing the report, i.e. to inform or persuade the readers or share information.
- Remind Ss of the structure of a problem-solving report and the purpose of each part as explained in Unit 3.
- Have Ss identify the parts in the outline, e.g. Introduction, Threats, Solutions, Conclusion, and think about the information they need to add to complete it.
- Set a time limit for Ss to write their reports in class. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help if necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on their partner's feedback before they produce a final draft.
- Collect Ss' reports and give face-to-face feedback in private or give them back with some written feedback in the next lesson.

2 **Read the announcement and write a problem-solving report. Use the ideas in 1 and the outline below to help you.**

The tiger is one of the most endangered animals in the world. The Wildlife Magazine is holding a writing competition to raise people's awareness about conserving tigers. Write a report (180-200 words) describing the threats facing tigers and suggesting possible solutions.

To: ...
From: ...
Subject: ...
Date: ...
Introduction
- *This report describes the threats ... and suggests some solutions to the problem.*

Threats
- *Research has shown that ...*
- *Another serious threat is ...*

Solutions
- *One solution is ...*
- *Second, it is important to ...*
- *In addition, we should ...*

Conclusion
- *In conclusion, there are ...*
- *Therefore, we recommend ...*

Suggested answer:

To: Wildlife Magazine

From: Nguyen Van A

Subject: Threats facing tigers and possible solutions

Date: 5 May 20__

This report describes the main threats facing wild tigers and suggests some solutions to the problem.

Research has shown that over the last 100 years, many of the wild tigers' natural habitats have been lost due to human activities. Humans and tigers continue to compete for space. Deforestation continues as people clear forests for farming, roads, and housing. As a result, tigers are forced to live in smaller, unnatural environments where it is hard to find food. Another serious threat to wild tigers is poaching and illegal trade in tiger parts. Although the demand for fur coats made of tiger skins has decreased, tigers are still poached for other body parts used to make traditional medicines.

What can we do to save tigers from extinction? One solution is to stop deforestation, restore degraded habitats, and rebuild or replace habitats that have been lost. In addition, educating people about the importance of tiger conservation is also very important. This will increase public awareness of the threats facing tigers and help reduce demand for tiger parts. Finally, governments should introduce stricter laws and harsher punishments to stop poachers from killing and selling tiger parts.

In conclusion, there are several threats facing tigers. Therefore, we recommend that governments, organisations, and individuals should act now so that tigers can be saved.

Extension: In stronger classes, put Ss in groups and have them discuss how to write a good problem-solving report, e.g. establishing audience and purpose, concise and clear language, logical structure, analysis of problems, recommendations and action plan. Encourage Ss to make a list of these features and use them when checking their reports or commenting on their partner's report.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

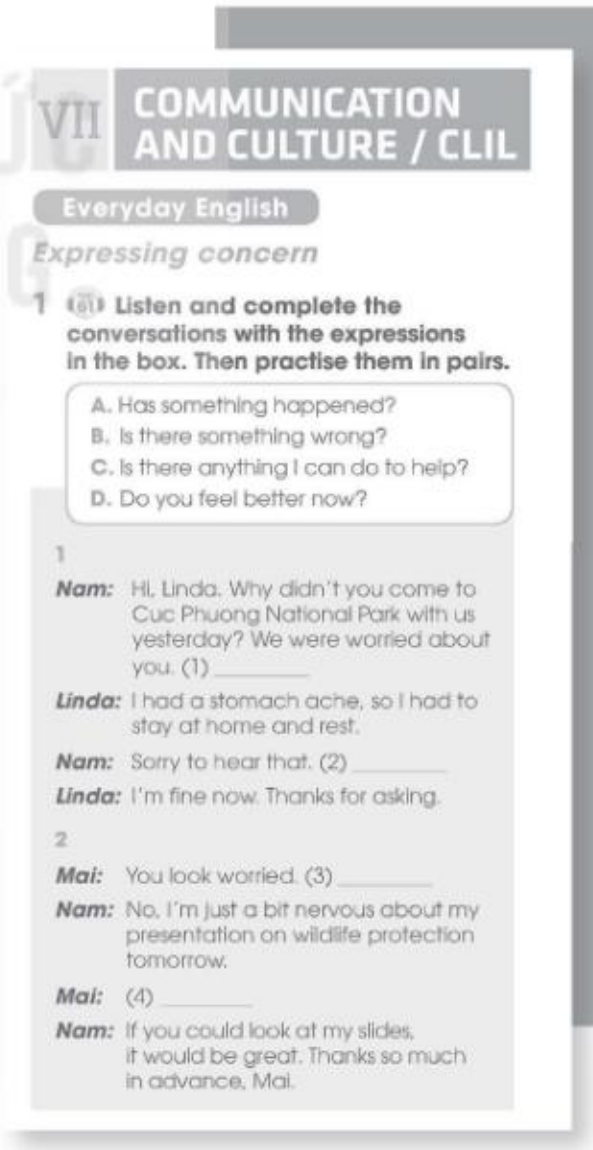
EXPRESSING CONCERN

ACTIVITY 1

Aims:

- To provide model conversations in which speakers express concern;
- To review expressions for expressing concern.

- Check if Ss know any phrases for expressing concern by asking, e.g. *What would you say to a friend who was absent from school?* (Has something happened?) *What would you say to a friend who had been unwell?* (Do you feel better now?).
- Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension.
- In stronger classes, have Ss complete the gaps based on the context clues in the conversations.
- In weaker classes, play the recording twice, the first time just to listen and the second time to complete the conversations with the correct expressions.
- Check answers as a class by having pairs of Ss read out the conversations.
- Ask Ss to practise the conversations in pairs.



VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing concern

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Has something happened?
B. Is there something wrong?
C. Is there anything I can do to help?
D. Do you feel better now?

1

Nam: Hi, Linda. Why didn't you come to Cuc Phuong National Park with us yesterday? We were worried about you. (1) _____

Linda: I had a stomach ache, so I had to stay at home and rest.

Nam: Sorry to hear that. (2) _____

Linda: I'm fine now. Thanks for asking.

2

Mai: You look worried. (3) _____

Nam: No, I'm just a bit nervous about my presentation on wildlife protection tomorrow.

Mai: (4) _____

Nam: If you could look at my slides, it would be great. Thanks so much in advance, Mai.

Key: 1. A 2. D 3. B 4. C

Audio script – Track 61:

1.

Nam: Hi, Linda. Why didn't you come to Cuc Phuong National Park with us yesterday? We were worried about you. Has something happened?

Linda: I had a stomach ache, so I had to stay at home and rest.

Nam: Sorry to hear that. Do you feel better now?

Linda: I'm fine now. Thanks for asking.

2.

Mai: You look worried. Is there something wrong?

Nam: No, I'm just a bit nervous about my presentation on wildlife protection tomorrow.

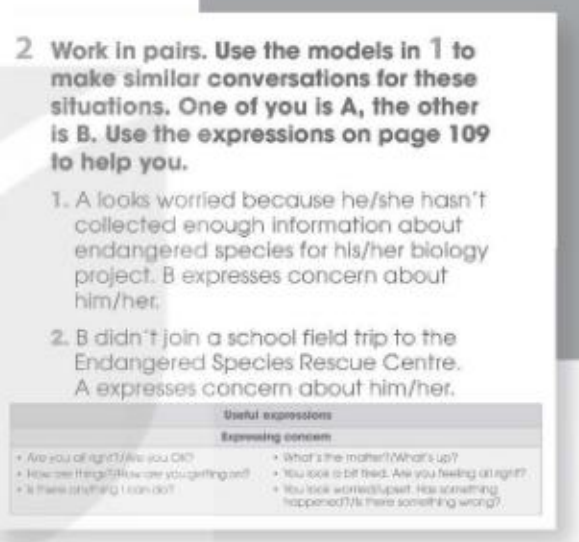
Mai: Is there anything I can do to help?

Nam: If you could look at my slides, it would be great. Thanks so much in advance, Mai.

ACTIVITY 2

Aim: To help Ss practise expressing concern.

- Have Ss read the situations and check understanding.
- Go through the **Useful expressions** in the box. In stronger classes, brainstorm more useful language.
- Put Ss in pairs and explain the task: to role-play conversations similar to the ones in **1** but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both express concern and respond to expressions of concern.



2 **Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions on page 109 to help you.**

1. A looks worried because he/she hasn't collected enough information about endangered species for his/her biology project. B expresses concern about him/her.
2. B didn't join a school field trip to the Endangered Species Rescue Centre. A expresses concern about him/her.

Useful expressions

Expressing concern

- Are you all right?/Are you OK?
- How are things?/How are you getting on?
- Is there anything I can do?
- What's the matter?/What's up?
- You look a bit tired. Are you feeling all right?
- You look worried/upset. Has something happened?/Is there something wrong?

- Give Ss a few minutes to plan their conversations before role-playing them, e.g. who will be Student A and Student B, how they want to start and end their conversations, which endangered species Student A wants to mention, the reason why Student B didn't join the trip. Ask Ss to write down their prompts.
- Walk round the class and provide help if necessary.
- In stronger classes, encourage Ss to swap roles in each situation.
- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the target expressions, clear pronunciation, and fluent delivery.

Suggested answers:

1.

B: You look so worried. What's the matter?

A: It's my biology project. The deadline is tomorrow, but I haven't collected enough information about endangered species such as tigers and rhinos.

B: Oh, I see. Is there anything I can do to help?

A: Yes, please. If you could find out the most endangered animals in Viet Nam, it would be very helpful. Thank you.

2.

A: Hi, how are you? I didn't see you on the school field trip to the Endangered Species Rescue Centre. What happened?

B: Oh, I was a bit under the weather so I couldn't join the trip.

A: Sorry to hear that. Are you OK now?

B: Thanks. I'm much better now.

CLIL

THE IUCN RED LIST

ACTIVITY 1

Aim: To help Ss learn about how species are classified into the IUCN Red List categories.

CLIL

1 Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not.

THE IUCN RED LIST

The International Union for Conservation of Nature (IUCN) Red List divides species into seven levels of conservation: Least Concern, Near Threatened, Vulnerable, Endangered, Critically Endangered, Extinct in the Wild, and Extinct. It uses a set of precise criteria to evaluate extinction risks and decides which species need protection. An endangered species is one that meets any of the following criteria:

Population reduction rate

A species is classified as endangered when its population has declined between 50 and 70 per cent. This decline is measured over 10 years or three generations.

Geographic range

Geographic range describes the area where a species is found. If the area that a species lives in, known as its area of occupancy, is estimated to be less than 500 square kilometres, then the species is classified as endangered.

Population size

A species is classified as endangered when there are fewer than 2,500 mature individuals. When a species' population declines by at least 20 per cent or two generations within five years, it is also classified as endangered.

Animals	Endangered or not
Siberian sturgeon • Rate of population decline: between 50 and 80 per cent over the past 60 years • Causes of decline: overfishing, poaching, and habitat loss	
Ethiopian banana frog • Location: in southern Ethiopia • Area of occupancy: less than 2,000 square kilometres	
Sawgrinsooth shark • Location: in the tropical, coastal waters of the Indian and Pacific Oceans • Area of occupancy: wherever, from southeast Africa to the Philippines and from China to Australia	
Tahiti reed-warbler • Location: only on the Pacific island of Tahiti • Population: fewer than 1,000 individuals • Area of occupancy: around 400 square kilometres	

2 Work in groups. Name some endangered animals in Viet Nam. Share what you know about them.

- Ask Ss some questions to find out what they already know about the topic, e.g. *What does IUCN stand for?* (International Union for Conservation of Nature) *What does IUCN do?* (It works in the field of nature conservation) *What is the IUCN Red List?* (A list of species that tells us how endangered or safe they are. It helps us understand which animals and plants might need extra protection.)
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *When was IUCN established? How many levels of conservation are there? How are endangered species evaluated?*
- Ask Ss to look at the table and photos. Check if Ss are familiar with the animals.
- Tell Ss that they are going to read about the IUCN Red List. As they read, they decide on the conservation status of the four species.
- Explain or elicit any new or difficult words, e.g. *precise, occupancy, overfishing*. In stronger classes, encourage them to guess their meanings from context as they read the text.
- Put Ss in pairs. Ask them to read the text and complete the table.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key: 1. ✓ 2. × 3. × 4. ✓

ACTIVITY 2

Aim: To help Ss relate what they have learnt about the topic to their own country.

- Put Ss in groups and have them come up with some names of endangered animals in Viet Nam. Remind them of some of the animals they read about in the unit, e.g. gibbons, sea turtles, tigers.
- In weaker classes, write some names of animals on the board, e.g. *saola, Javan rhino, Indian elephant, water buffalo, dolphin, giant turtle, Siamese crocodile, langur,* and have Ss discuss and decide if they are endangered or not. If they have access to the Internet, ask them to find the information online.
- Call on some groups to present the information in front of the class.

Suggested answers:

- The saola is a rare animal found in Viet Nam. Due to habitat loss, illegal hunting, and the pressures of the illegal wildlife trade, the saola population has dramatically declined. The saola is classified as critically endangered.
- The Tam Dao salamander, also known as the Vietnamese salamander, is a type of salamander found only in Viet Nam. It lives in forests and rivers with a warm and humid climate. However, it is in danger because its habitat is being destroyed and it is being hunted illegally. Today, it is classified as critically endangered, with only a few individuals remaining in the wild.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

VIII LOOKING BACK

Pronunciation

Underline the parts where assimilation occurs. Listen and check. Then practise saying these sentences in pairs.

1. Have you been to the new conservation park in town?
2. Animals are brought to the park from different places.
3. My sister follows a special diet and doesn't eat red meat.
4. We got back home from a trip to the animal rescue centre.

PRONUNCIATION

Aim: To help Ss revise the process of assimilation of consonant sounds.

- Review the process of assimilation in natural speech. If necessary, refer Ss back to the **Remember!** box in the **Language** section.
- Read the sentences and check understanding.
- Ask Ss to underline the sounds that can be affected by assimilation.
- Check answers as a class by playing the recording and confirming the sounds.
- Ask Ss to practise saying the sentences in pairs. Encourage them to speak naturally.
- Call on some Ss to read the sentences out loud in front of the class.

Key + Audio script – Track 62:

1. Have you been to the new conservation park in town? [/ˌkɒnsəˈveɪʃm ˈpɑːk/]
2. Animals are brought to the park from different places. [/ˈdɪfrənp ˈpleɪsiz/]
3. My sister follows a special diet and doesn't eat red meat. [/ˈreb ˈmiːt/]
4. We got back home from a trip to the animal rescue centre. [/ˈgɒp ˈbæk/]

VOCABULARY

Vocabulary

Choose the correct answers to complete these sentences.

1. In some countries, the young cubs should be released into the wild when they are aged eight to ten months.
2. Many volunteers are participating in a campaign to conserve/degrade the rainforests.
3. The animals looked so weak because they were kept in captivity/extinction for a long time.
4. Many species of animals are becoming extinct/survive because of habitat loss.

Aim: To help Ss revise words they have learnt in the unit.

- Ask Ss to read the sentences and check understanding.
- Have Ss do this activity individually, then compare their answers with their partners.
- Check answers by asking individual Ss to write the correct words on the board.

Key: 1. survive 2. conserve 3. captivity 4. extinct

GRAMMAR

Grammar

Choose the sentence that best combines each pair of the following sentences.

1. People continue to buy clothes made of wild animal skins. This will encourage poaching and illegal trade in body parts.
   A. If people continue to buy clothes made of wild animal skins, this will encourage poaching and illegal trade in body parts.
   B. If poaching and illegal trade in body parts are encouraged, people will continue to buy clothes made of wild animal skins.
   C. Unless people continue to buy clothes made of wild animal skins, this will encourage poaching and illegal trade in body parts.
   D. Unless people are encouraged to poach and trade body parts illegally, they will continue to buy clothes made of wild animal skins.
2. Sharks are not dangerous. People think they are dangerous.
   A. Sharks are as dangerous as people think.
   B. Sharks are not as dangerous as people think.
   C. Sharks are more dangerous than people think.
   D. Sharks are thought to be more dangerous.
3. We should try our best to conserve wildlife in the area. Otherwise, many wild animals may not survive.
   A. Unless many wild animals survive, we will try our best to conserve wildlife in the area.
   B. If we try our best to conserve wildlife in the area, many wild animals may not survive.
   C. Unless we try our best to conserve wildlife in the area, many wild animals may not survive.
   D. If we do not try our best to conserve wildlife in the area, many wild animals may survive.
4. The baby gibbon grew very quickly. We didn't expect that.
   A. The baby gibbon didn't grow quickly as we expected.
   B. The baby gibbon grew as quickly as we expected.
   C. The baby gibbon expected that it would grow quickly.
   D. The baby gibbon grew more quickly than we expected.

Aim: To help Ss revise adverbial clauses of condition and comparison.

- Ask Ss to read the original and combined sentences, and check understanding.
- Have Ss work out which grammar point each question could be testing, i.e. adverbial clause of condition or comparison.
- Remind Ss to eliminate any grammatically incorrect sentences or sentences that do not make sense.
- Have Ss do this activity individually, then compare their answers in pairs.
- Check answers as a class by asking individual Ss to read the correct sentences. Have Ss explain the structure of the adverbial clause and the conjunction used, e.g. 1. A. *The first part of the sentence is an adverbial clause of condition introduced with the conjunctive 'if'.*

Key: 1. A 2. B 3. C 4. D

PROJECT

PROTECTING ENDANGERED SPECIES

Aim: To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklists.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Have groups display their posters in the classroom. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them.
- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters concluded their talk appropriately.		
CONTENT: *Our presentation includes the following information:*		
– what the species is		
– what threats these animals are facing		
– what IUCN level of conservation they are in		
– what should be done to protect them		
DESIGN/ORGANISATION		
– The poster is well-organised.		
– The poster is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I concluded (my part of) the talk appropriately.		
CONTENT: *Our presentation includes the following information:*		
– what the species is		
– what threats these animals are facing		
– what IUCN level of conservation they are in		
– what should be done to protect them		
DESIGN/ORGANISATION		
– The poster is well-organised.		
– The poster is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		
Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and provide further practice.

VỚI CUỘC SỐNG

REVIEW 3

INTRODUCTION

Review 3 is aimed at revising the language and skills Ss have learnt in Units 6–8, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.

The review can be taught in three lessons, e.g. 1: Language, 2: Listening and speaking skills, 3: Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.

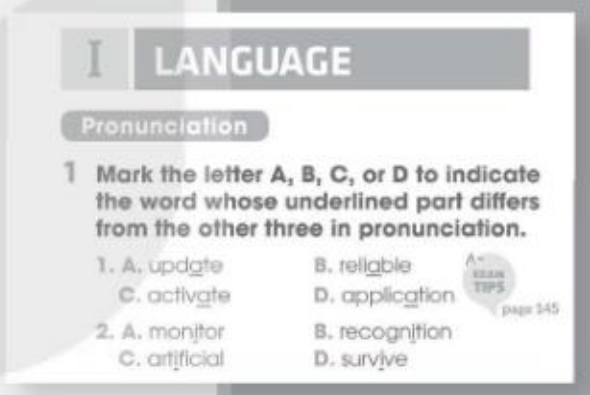
Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

LANGUAGE

PRONUNCIATION

ACTIVITY 1

Aim: To help Ss review different sounds and provide pronunciation exam practice.



I LANGUAGE

Pronunciation

1 Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

1. A. update B. reliable
   C. activate D. application
2. A. monitor B. recognition
   C. artificial D. survive

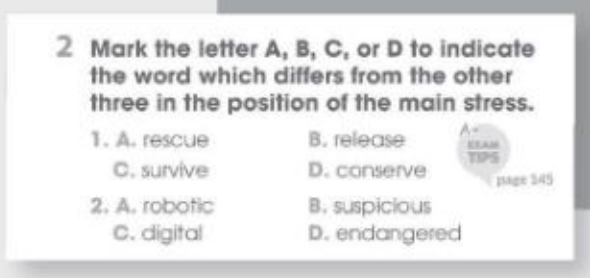
- Have Ss pronounce all words, paying attention to the underlined sounds.
- Explain that if any two words share the same underlined sounds, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.

Key: 1. B 2. D

Extension: Put Ss in groups. Assign each group one of the sounds from the activity, e.g. /ei/. Give groups two minutes and have them come up with as many words containing the sound as they can, e.g. /ei/ *range, endangered, conservation.*

ACTIVITY 2

Aim: To help Ss review word stress and provide pronunciation exam practice.



2 Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.

1. A. rescue B. release
   C. survive D. conserve
2. A. robotic B. suspicious
   C. digital D. endangered

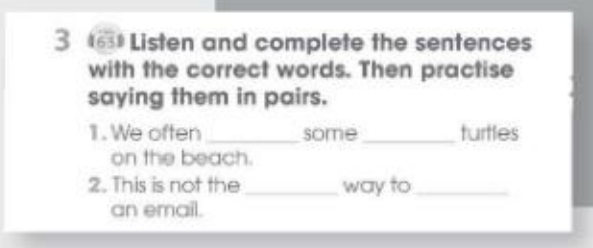
- Have Ss pronounce all words, paying attention to the word stress.
- Explain that if any two words share the same stress pattern, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.

Key: 1. A 2. C

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: Put Ss in groups. Have each group prepare a pack of 10 cards of words with a variety of stress patterns. Ask Ss to spread the cards on a table in front of them, then take turns trying to find two words with the same stress pattern. Set a time limit of two minutes, then have groups swap their pack of cards and play the game again.

ACTIVITY 3


3 (63) **Listen and complete the sentences with the correct words. Then practise saying them in pairs.**

1. We often _____ some _____ turtles on the beach.
2. This is not the _____ way to _____ an email.

Aim: To help Ss review homophones.

- Ask Ss to read the incomplete sentences and check understanding.
- Tell them that the two missing words are homophones. Elicit some homophones from Ss, e.g. *sun* vs. *son, plain* vs. *plane*, and write them on the board. Have Ss give you a definition of a homophone, i.e. homophones sound the same, but have different meanings and/or spelling, and brainstorm more examples. If necessary, refer Ss back to the **Language** section in Unit 6.
- Have Ss listen to the recording and complete the sentences with the words they hear.
- Have Ss compare their answers in pairs and explain why they are homophones.
- Play the recording again, pausing after each sentence for Ss to listen and repeat.
- Have Ss work in pairs to practise saying the sentences.

Key + Audio script – Track 63:

1. We often see some sea turtles on the beach.
2. This is not the right way to write an email.

ACTIVITY 4

4 (64) **Mark (‿) the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs.**

1. A number of nature reserves have been created to protect rare animals.
2. There is a new national park that I want to visit, but it is too far away from my city.

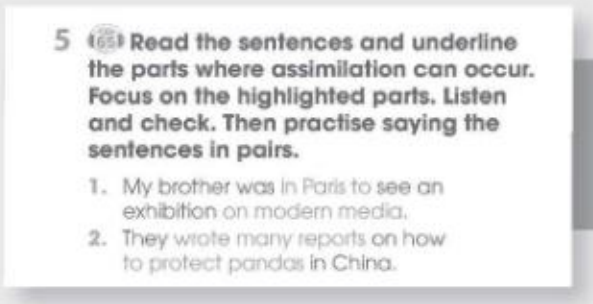
Aim: To help Ss review linking /r/ between two vowels.

- Ask Ss to read the sentences and try to mark (‿) the sounds between which the linking /r/ can appear. Elicit some examples with linking /r/ and write them on the board. Have Ss explain when the linking /r/ can appear. If necessary, refer Ss back to the **Language** section in Unit 7.
- Have Ss listen to the recording and check their answers.
- Play the recording again, pausing after each sentence for Ss to listen and repeat.
- Have Ss work in pairs to practise saying the sentences.

Key + Audio script – Track 64:

1. A number‿of nature reserves have been created to protect rare‿animals.
2. There‿is a new national park that I want to visit, but it is too far‿away from my city.

ACTIVITY 5


5 (65) **Read the sentences and underline the parts where assimilation can occur. Focus on the highlighted parts. Listen and check. Then practise saying the sentences in pairs.**

1. My brother was in Paris to see an exhibition on modern media.
2. They wrote many reports on how to protect pandas in China.

Aim: To help Ss review assimilation of consonant sounds in connected speech.

- Ask Ss to read the sentences, paying attention to the highlighted words.
- Elicit some examples with assimilation and write them on the board. Have Ss explain when assimilation can occur. If necessary, refer Ss back to the **Language** section in Unit 8.
- Have Ss underline the parts where assimilation can occur.
- Play the recording, pausing after each sentence for Ss to check their answers.
- Ask Ss to explain why assimilation occurs in these parts.
- Have Ss work in pairs to practise saying the sentences.

Key + Audio script – Track 65:

1. My brother was **in Paris to** see an exhibition **on modern media**.
2. They **wrote many reports** on how **to protect pandas** in China.

Extension: Put Ss in groups. Write the three pronunciation topics *Homophones, Linking /r/ between vowels,* and *Assimilation* on the board. Read out a topic and have Ss race to come up with as many examples as they can, e.g. *Homophones: site/sight, hole/whole, berry/bury, queue/cue.* Give groups one minute and when the time is up, have each group read their examples.

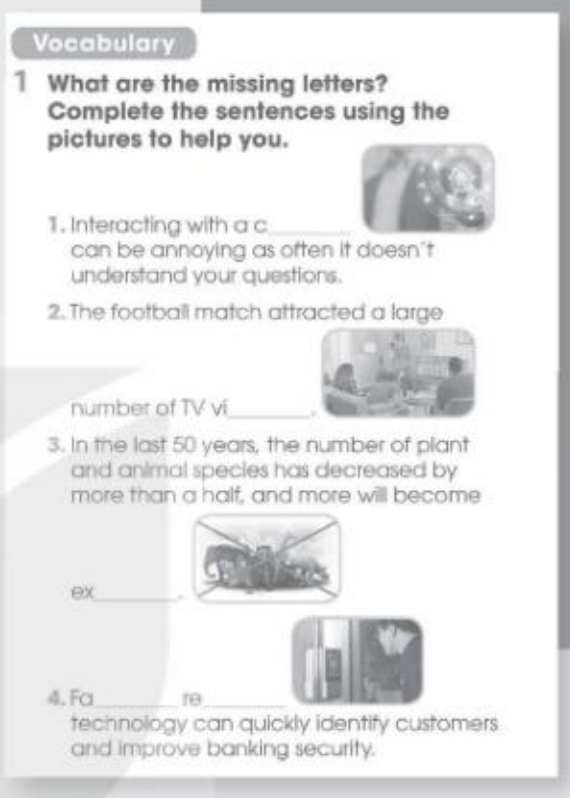
VOCABULARY

ACTIVITY 1

Aim: To help Ss review topic-related words and phrases from Units 6–8, and provide vocabulary practice.

- Ask Ss to read the sentences to get a general understanding.
- Focus Ss' attention on the photos and the initial letters provided, and have them work out the words individually.
- Ask Ss to compare their answers in pairs.
- Confirm the correct answers.

Key: 1. chatbot 2. viewers
3. extinct 4. Facial recognition


Vocabulary

1 **What are the missing letters? Complete the sentences using the pictures to help you.**

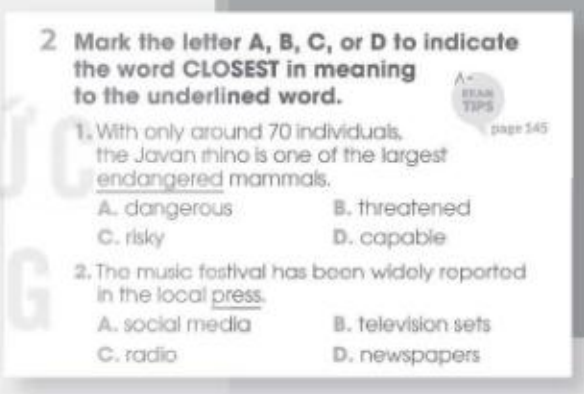
1. Interacting with a c_____ can be annoying as often it doesn't understand your questions.
2. The football match attracted a large number of TV vi_____.
3. In the last 50 years, the number of plant and animal species has decreased by more than a half, and more will become ex_____.
4. Fa_____ re_____ technology can quickly identify customers and improve banking security.

ACTIVITY 2

Aim: To help Ss review topic-related words and phrases from Units 6–8, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.
- If they don't know any words, encourage them to work out the meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that words that change the meaning of the sentence cannot be the correct answer.
- Check answers as a class.

Key: 1. B 2. D


2 **Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.**

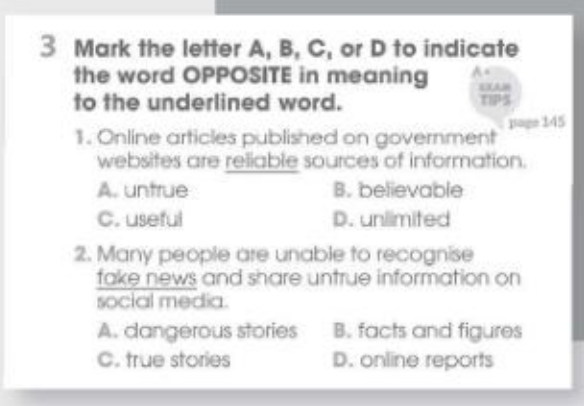
1. With only around 70 individuals, the Javan rhino is one of the largest endangered mammals.
   A. dangerous B. threatened
   C. risky D. capable
2. The music festival has been widely reported in the local press.
   A. social media B. television sets
   C. radio D. newspapers

Extension: Remind Ss that this is a question type that they will encounter in the National Upper-secondary School Exam Paper and they should practise learning synonyms or words close in meaning. Put Ss in groups and have them take turns saying different words and coming up with their synonyms. Encourage groups to write them down, then share their lists with the rest of the class.

ACTIVITY 3

Aim: To help Ss review topic-related words and phrases from Units 6–8, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.


3 **Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.**

1. Online articles published on government websites are reliable sources of information.
   A. untrue B. believable
   C. useful D. unlimited
2. Many people are unable to recognise fake news and share untrue information on social media.
   A. dangerous stories B. facts and figures
   C. true stories D. online reports

- If they don't know any words, encourage them to work out the meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that the word that makes the sentence opposite in meaning can be the correct answer.
- Check answers as a class.

Key: 1. A 2. C

Extension: Remind Ss that this is a question type that they will encounter in the National Upper-secondary School Exam Paper and they should practise learning antonyms or words opposite in meaning. Put Ss in groups and have Ss take turns saying different words and coming up with their antonyms. Encourage groups to write them down, then share their lists with the rest of the class.

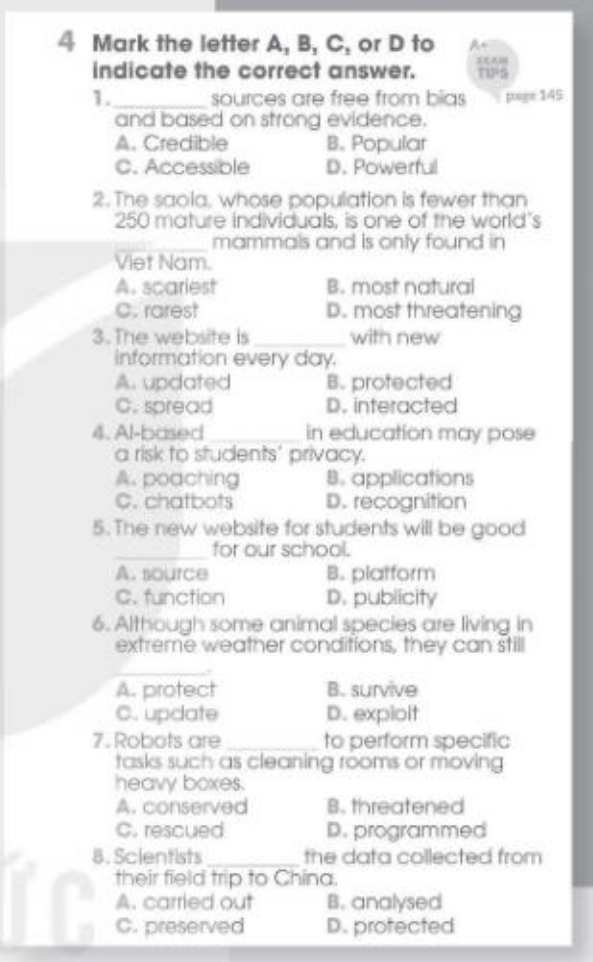
ACTIVITY 4

Aim: To help Ss review topic-related words and phrases from Units 6–8, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell Ss to read each sentence to get a general understanding.
- Have Ss look through the four answer options, put each one into the gap and read the sentence. They should then decide which one fits the sentence grammatically and logically.
- Tell them to choose the answer choice that makes a meaningful sentence.
- Check answers as a class.

Key: 1. A 2. C 3. A 4. B 5. D 6. B 7. D 8. B

Extension: Put Ss in pairs and have them each write their own multiple-choice question. Ask Ss to swap their questions and choose the correct answer. Invite some pairs to read their questions in front of the class.



4 **Mark the letter A, B, C, or D to indicate the correct answer.** A+ EXAM TIPS page 145

1. _____ sources are free from bias and based on strong evidence.
A. Credible B. Popular
C. Accessible D. Powerful

2. The saola, whose population is fewer than 250 mature individuals, is one of the world's _____ mammals and is only found in Viet Nam.
A. scariest B. most natural
C. rarest D. most threatening

3. The website is _____ with new information every day.
A. updated B. protected
C. spread D. interacted

4. AI-based _____ in education may pose a risk to students' privacy.
A. poaching B. applications
C. chatbots D. recognition

5. The new website for students will be good _____ for our school.
A. source B. platform
C. function D. publicity

6. Although some animal species are living in extreme weather conditions, they can still _____.
A. protect B. survive
C. update D. exploit

7. Robots are _____ to perform specific tasks such as cleaning rooms or moving heavy boxes.
A. conserved B. threatened
C. rescued D. programmed

8. Scientists _____ the data collected from their field trip to China.
A. carried out B. analysed
C. preserved D. protected

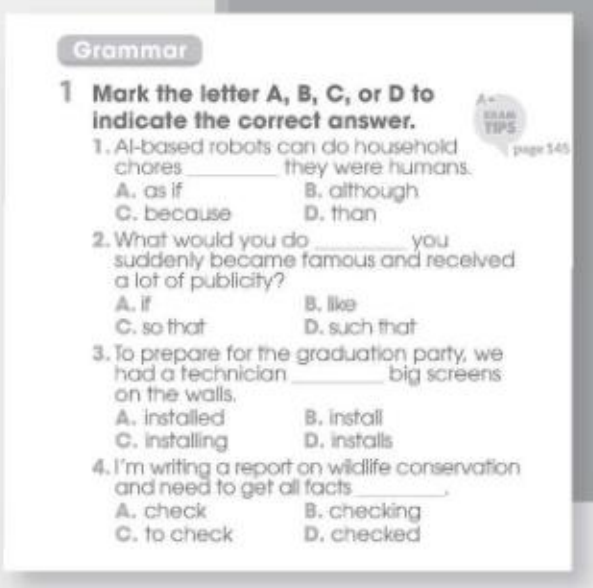
GRAMMAR

ACTIVITY 1

Aim: To help Ss review active and passive causatives, and adverbial clauses of manner and condition, and provide exam practice.

- Ask Ss to read each sentence and the four answer choices, and check understanding.
- Tell Ss to identify the grammar point tested in each sentence.
- In weaker classes, sort the sentences into groups according to the grammar points Ss have learnt in Units 6–8. Quickly review the grammar points on the board or have Ss refer back to the **Language** sections in these units.
- Ask Ss to place each answer choice in the sentence and read it, then eliminate the options that are grammatically incorrect.
- Then have them compare answers in pairs, before confirming the correct answers as a class.

Key: 1. A 2. A 3. B 4. D



Grammar

1 **Mark the letter A, B, C, or D to indicate the correct answer.** A+ EXAM TIPS page 145

1. AI-based robots can do household chores _____ they were humans.
A. as if B. although
C. because D. than

2. What would you do _____ you suddenly became famous and received a lot of publicity?
A. if B. like
C. so that D. such that

3. To prepare for the graduation party, we had a technician _____ big screens on the walls.
A. installed B. install
C. installing D. installs

4. I'm writing a report on wildlife conservation and need to get all facts _____.
A. check B. checking
C. to check D. checked

ACTIVITY 2

Aim: To help Ss review adverbial clauses of manner, result, and condition, and provide exam practice.

- Have Ss work in pairs. Ask them to read the pairs of sentences carefully and try to work out the relationship between these sentences, e.g. 1. manner, 2. result, 3. condition, 4. result.
- Ask Ss to read the four answer choices of each question and decide if there are any grammatically wrong sentences or sentences that do not make sense. Explain that they can be immediately eliminated. Encourage Ss to identify the connectives used to join the two clauses and discuss whether they are used to express the same relationships as those between the original sentences.
- Check answers as a class.

Key: 1. D 2. B 3. A 4. C

ACTIVITY 3

Aim: To help Ss review active and passive causatives, and adverbial clauses of result, condition, and comparison, and provide exam practice.

- Ask Ss to read the sentences and focus on the underlined words/phrases.
- In weaker classes, sort the sentences into groups according to the grammar points Ss have learnt in Units 6–8.
- Have Ss do the activity individually, then compare their answers in pairs, before confirming the correct answers as a class.

Key:

1. A (enough → so)
2. C (equally → as)
3. C (unless → if)
4. C (update → updated)

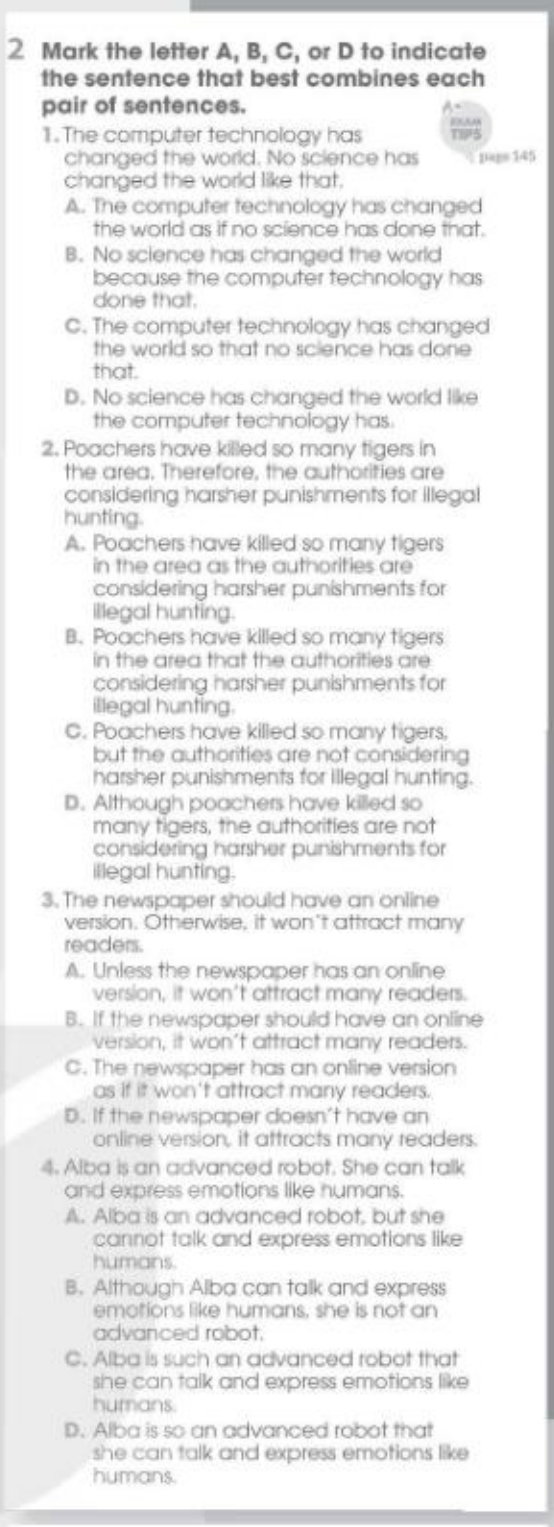
SKILLS

LISTENING

ACTIVITY 1

Aim: To help Ss practise listening for main ideas.

- Point to the photo of the blue whale and ask Ss what they know about this animal.
- Tell Ss that they are going to listen to a conversation about blue whales. In weaker classes, explain the context of the listening, e.g. *Nam, Mai, and their classmates are visiting the Central Aquarium. They are wondering if they will see any blue whales and dolphins.*
- Ask Ss to read through five sentences and check understanding. Have Ss predict the correct answers.
- Call on some Ss to share their predictions.

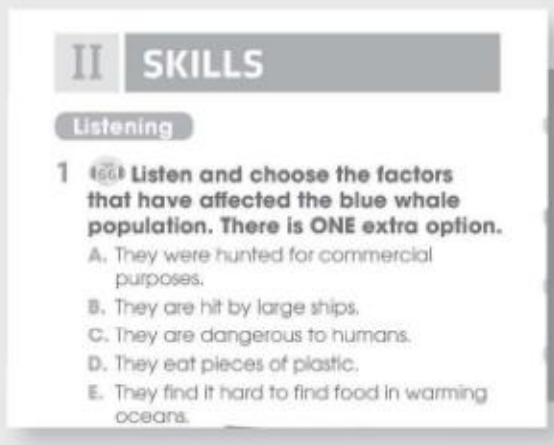


2 **Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.**

1. The computer technology has changed the world. No science has changed the world like that.
   A. The computer technology has changed the world as if no science has done that.
   B. No science has changed the world because the computer technology has done that.
   C. The computer technology has changed the world so that no science has done that.
   D. No science has changed the world like the computer technology has.
2. Poachers have killed so many tigers in the area. Therefore, the authorities are considering harsher punishments for illegal hunting.
   A. Poachers have killed so many tigers in the area as the authorities are considering harsher punishments for illegal hunting.
   B. Poachers have killed so many tigers in the area that the authorities are considering harsher punishments for illegal hunting.
   C. Poachers have killed so many tigers, but the authorities are not considering harsher punishments for illegal hunting.
   D. Although poachers have killed so many tigers, the authorities are not considering harsher punishments for illegal hunting.
3. The newspaper should have an online version. Otherwise, it won't attract many readers.
   A. Unless the newspaper has an online version, it won't attract many readers.
   B. If the newspaper should have an online version, it won't attract many readers.
   C. The newspaper has an online version as if it won't attract many readers.
   D. If the newspaper doesn't have an online version, it attracts many readers.
4. Alba is an advanced robot. She can talk and express emotions like humans.
   A. Alba is an advanced robot, but she cannot talk and express emotions like humans.
   B. Although Alba can talk and express emotions like humans, she is not an advanced robot.
   C. Alba is such an advanced robot that she can talk and express emotions like humans.
   D. Alba is so an advanced robot that she can talk and express emotions like humans.

3 **Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.**

1. There are enough (A) many endangered species (B) in the region that (C) the local authority has decided to (D) create more protected areas.
2. The cost (A) of advertising on the (B) Internet is equally (C) low as that (D) of using printed brochures.
3. Visitors can safely take (A) photos of (B) wild animals in the park unless (C) they quietly move (D) around the area.
4. My manager has (A) decided to have (B) the company's computer software update (C) at least once a month. (D)



II SKILLS

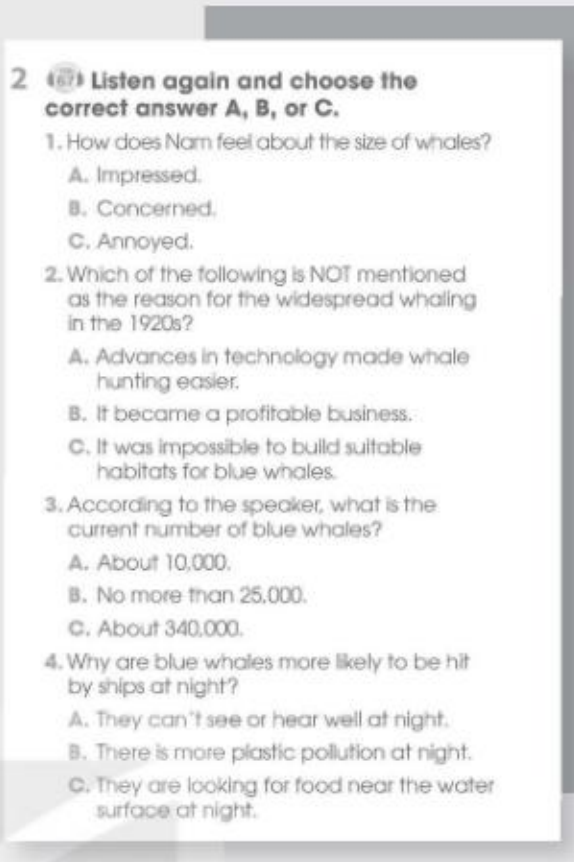
Listening

1 **Listen and choose the factors that have affected the blue whale population. There is ONE extra option.**

A. They were hunted for commercial purposes.
B. They are hit by large ships.
C. They are dangerous to humans.
D. They eat pieces of plastic.
E. They find it hard to find food in warming oceans.

- Play the recording for Ss to listen to check if their predictions were correct.
- Confirm the correct answers. Ask Ss to give the clues that help them work out the answers.

Key: A, B, D, E


2 (67) **Listen again and choose the correct answer A, B, or C.**

1. How does Nam feel about the size of whales?
   A. Impressed.
   B. Concerned.
   C. Annoyed.
2. Which of the following is NOT mentioned as the reason for the widespread whaling in the 1920s?
   A. Advances in technology made whale hunting easier.
   B. It became a profitable business.
   C. It was impossible to build suitable habitats for blue whales.
3. According to the speaker, what is the current number of blue whales?
   A. About 10,000.
   B. No more than 25,000.
   C. About 340,000.
4. Why are blue whales more likely to be hit by ships at night?
   A. They can't see or hear well at night.
   B. There is more plastic pollution at night.
   C. They are looking for food near the water surface at night.

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

- Ask Ss to look at the questions and underline the keywords. Then tell them to look through the options following each question and try to identify the differences between them.
- Play the recording and have Ss listen and choose the correct answers.
- Have Ss work in pairs to compare their answers.
- Check the answers as a class.
- In weaker classes, play the recording again, pausing at the places where they can find the answers. In stronger classes, ask Ss to provide evidence from the listening to support their answers.

Key: 1. A 2. C 3. B 4. C

Audio script – Tracks 66 + 67:

Ms Smith: Now we are heading towards the shark lagoon in the Central Aquarium.

Nam: Can we also see blue whales and dolphins?

Ms Smith: I'm afraid you can't. These animals shouldn't be kept in captivity. It's also impossible to build a suitable habitat for the blue whale.

Mai: The blue whale is the largest animal on Earth, isn't it?

Ms Smith: That's right. It can weigh as much as 30 elephants. It's longer than the longest jumbo jet.

Nam: Wow! Amazing! But are these animals an endangered species?

Ms Smith: Yes, they're classified as endangered on the IUCN Red List. Before the 1920s they were considered too difficult to hunt because of their size and speed. However, technological advancement gave rise to the hunting and killing of whales. It became a profitable business, and more than 340,000 blue whales were killed in the first half of the 20th century.

Mai: So how many blue whales are left now?

Ms Smith: Scientists estimate that the current population is between 10,000 and 25,000 individuals.

Mai: Do they face other threats?

Ms Smith: Unfortunately, large cargo or cruise ships also pose a threat to blue whales, which get hit by these huge boats especially at night when they feed near the water surface.

Nam: That's very sad! How about pollution? Has it affected the blue whale?

Ms Smith: Yes, it has. Our oceans are filling up with plastic so blue whales could be swallowing 10 million pieces of plastic every day. Another threat is climate change. Rising temperatures are causing a decline in their food sources.

Nam: So what can we do to protect them? …

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Where are the students walking to? Why can't they see blue whales and dolphins? Which is the largest animal on Earth? How heavy is the blue whale?*

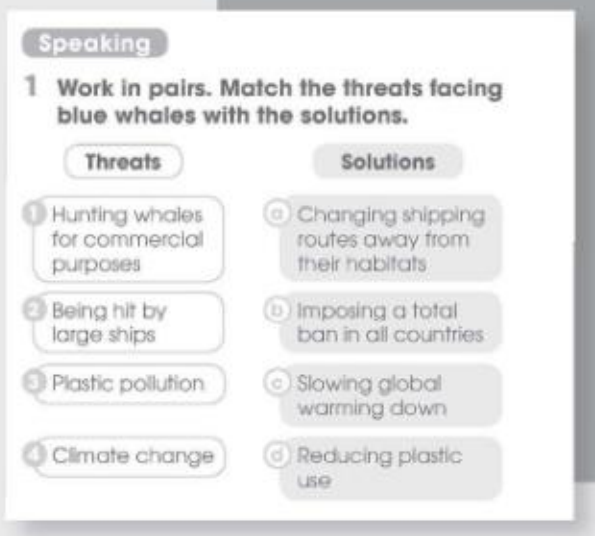
SPEAKING

ACTIVITY 1

Aim: To help Ss develop ideas for the speaking task.

- Have Ss read through the threats and solutions, and check understanding.
- Put Ss in pairs and have them discuss the threats and solutions, and match them.
- Walk round the class to offer help if necessary.
- Invite some pairs to share their answers with the class.
- Confirm answers as a class.

Key: 1. b 2. a 3. d 4. c

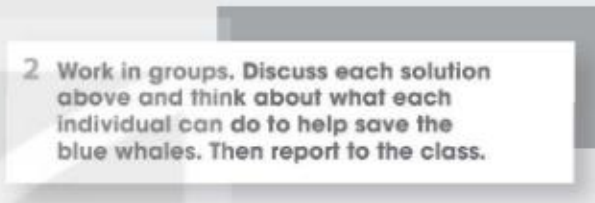

Speaking

1 **Work in pairs. Match the threats facing blue whales with the solutions.**

Threats	Solutions
1 Hunting whales for commercial purposes	a Changing shipping routes away from their habitats
2 Being hit by large ships	b Imposing a total ban in all countries
3 Plastic pollution	c Slowing global warming down
4 Climate change	d Reducing plastic use

ACTIVITY 2

Aim: To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.


2 **Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class.**

- Ask Ss to read the instructions and check understanding of the topic and aim of the discussion.
- Have the pairs of Ss from Activity **1** form groups. Encourage groups to take notes of their ideas.
- Walk round the class to offer help if necessary.
- Invite some groups to present a summary of their group discussion to the class.

Suggested answer:

Discussion:

A: As we have learnt, the blue whale population is decreasing rapidly for several reasons. Today, we need to discuss what each individual should do to protect the blue whales.

B: Well, I think people should stop buying and eating whale meat. If there is no demand for whale meat, then the whales will not be hunted.

C: I totally agree with you. We should also raise people's awareness about plastic pollution that can cause the death of blue whales.

A: Yes, unfortunately, there're still people who aren't concerned about the plastic pollution in our oceans. We should all reduce our plastic use because plastic pollution is the greatest threat to ocean life.

Summary:

Our group focused on two main threats: hunting blue whales and plastic pollution. We all agree that people should stop buying and eating whale meat. If there is no demand for whale meat, then they won't be hunted for commercial purposes. We also think that there are still people who aren't concerned about plastic pollution. We suggest that there should be more awareness raising activities. Each individual should reduce their plastic use. This in turn will help reduce the amount of plastics that is released or dumped in oceans.

Extension: Put Ss in groups and have each group come up with 10 facts about the blue whale, e.g. *The blue whale is the largest animal on Earth. It can weigh as much as 30 elephants.* If Ss have access to the Internet, have them find more information online. Invite groups to share their facts with the class.

READING

ACTIVITY 1

Aim: To help Ss practise reading for main ideas.

- Have Ss read the five headings in the box and check understanding.
- Then ask Ss to read the whole text to get an overall idea.
- Put Ss in pairs to do the activity. Remind them to pay attention to the first or last sentence of each paragraph, which is usually the topic sentence.
- Check answers as a class. Ask Ss to explain why Options 1 and 3 are wrong, e.g. *No paragraph mentions changes in users' appearance, and paragraph A only mentions that 'AI can automatically change data into various forms', but it does not tell readers it can write articles automatically.*

Key: A – 5 B – 2 C – 4

ACTIVITY 2

Aim: To help Ss practise reading for specific information.

- Have Ss read through the questions and answer choices, and check understanding.
- Ask Ss to underline the keywords in each question.
- Then have Ss read the text and locate the keywords as well as the paraphrases of these keywords in the text and decide on the best answer choice for each question.
- Have Ss work in pairs to compare their answers.
- Check answers as a class and ask Ss to explain their choice, e.g. 1. *The article mainly discusses the benefits of AI in mass media;* 2. *In paragraph A, the writer does not mention that AI can help journalists express their opinions;* 3. *'facial recognition' is mentioned as a typical example of how AI can make social platforms safer for users. It is used as a way of supporting an idea;* 4. *The answer can be inferred from 'provide personalised recommendations' and 'help TV viewers find channels or programmes'.*

Key: 1. B 2. C 3. A 4. D

Extension: Put Ss in groups. Assign a paragraph to each group. Give Ss three minutes to read and memorise as many details from their paragraph as possible. Then have them close their books and ask some groups to present their paragraphs.

Reading

1 **Read the article below. Match each section (A–C) with the heading (1–5). There are TWO extra headings.**

1. Writing articles automatically
2. Adding extra security to social media login
3. Changing the appearance of users
4. Suggesting more suitable programmes
5. AI in journalism

Artificial Intelligence in the mass media

The mass media has undergone many changes over the last century. Artificial intelligence has also had an impact on the media. AI has become an important part of all forms of mass communication.

A. _____

Nowadays, people receive so much information from different sources that it is difficult to spot false stories. This is where AI can help. The advanced technology is able to classify types of information and recognise news that is not suitable for the public. Furthermore, AI can automatically change data into various forms such as online graphic organisers, images, and videos. This innovation is a breakthrough in journalism.

B. _____

Social media is popular all over the world, and more and more people are using platforms such as Facebook, Instagram, etc. AI can make these platforms much safer and help the users avoid identity theft. A typical example is **facial recognition** software that allows us to increase the safety and security of our accounts. In many cases, social networking sites require personal information, which can be verified via facial recognition.

C. _____

Although television has been popular for a long time, it is now attracting larger audiences because of new features made possible by AI. TV viewers can watch programmes with higher picture quality and a lot of special effects. AI can also provide personalised recommendations to different users. The software can help TV viewers find channels or programmes based on their preferences, behaviour, and history.

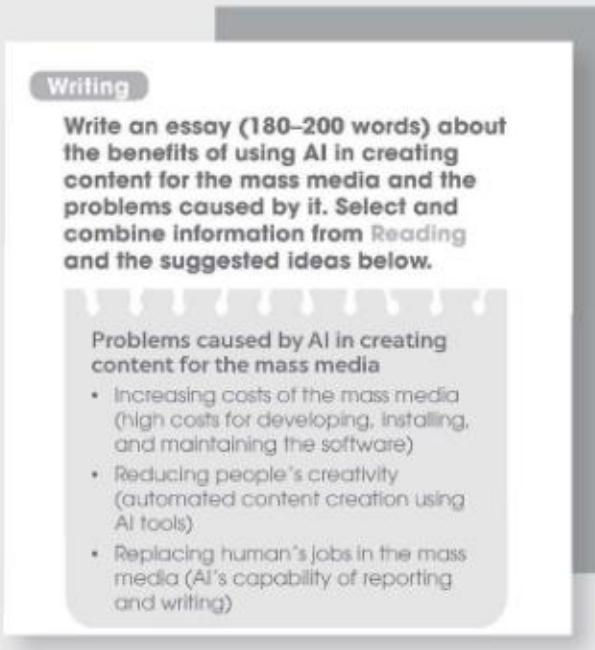
2 **Read the article again. Choose the correct answer A, B, C, or D.**

EXAM TIPS page 146

1. The purpose of writing the article is _____ in the mass media.
   A. to advertise AI
   B. to introduce the benefits of AI
   C. to help readers avoid using AI
   D. to describe an AI robot
2. Which of the following benefits of AI in journalism is NOT mentioned?
   A. AI can change data into various forms.
   B. AI can help people avoid unsuitable information.
   C. AI can help journalists express their opinions.
   D. AI can identify whether the information is true or not.
3. Why does the author mention '**facial recognition**' in Section B?
   A. To support an idea.
   B. To illustrate a contrast.
   C. To give a reason.
   D. To give a description.
4. What can be inferred about television in Section C?
   A. TV viewers can watch more live TV shows.
   B. There are more special effects on live TV programmes.
   C. It has not benefited from AI.
   D. AI makes it easier for people to choose their favourite programmes.

WRITING

Aim: To help Ss practise writing an essay about the benefits and problems caused by using AI in creating content for the mass media.



- Have Ss read through the problems of using AI in creating content for the mass media and check understanding.
- Put Ss in pairs. Ask them to come up with some benefits of using AI in creating content for the mass media, and make a list of the benefits and problems they want to write about in their essays. Tell Ss to select and combine information from the **Reading** section in addition to using the ideas in this activity.
- Remind them to discuss the organisation of their essays. If necessary, refer them to the essay in Unit 6.
- Give Ss enough time to write their essays. Set a time limit depending on Ss' ability level.
- Walk round the class and offer help if necessary. In weaker classes, provide an outline with suggested sentence starters and expressions for each paragraph.
- If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

Suggested answer:

For and against AI in mass media

The mass media has undergone many changes over the last century. It has also been affected by the rise of artificial intelligence. Although AI has brought some benefits, there are some risks and challenges associated with using AI in creating content for the mass media.

One obvious benefit is that AI can help spot false stories. Moreover, the advanced technology is able to sort information from different sources and automatically change it into various forms such as online graphic organisers or videos. In addition, AI has the ability to collect and analyse information about the habits of TV viewers. This has helped content creators identify popular trends and produce programmes more likely to be watched by many people.

However, AI also presents some dangers. It is believed that AI can reduce people's creativity in content writing. With the help of the software, most content can be automatically generated, so it will not be necessary for people to think of imaginative ideas. This can also result in loss of jobs in the mass media where writers, editors, and journalists are at risk of being replaced by smart robot workers in the future.

In conclusion, although artificial intelligence has become a powerful tool for creating content for the mass media, it can also create problems that need to be carefully considered and resolved.

Unit

9 CAREER PATHS

OBJECTIVES:

By the end of this unit, students will be able to:

- use sentence stress appropriately to speak with a natural rhythm;
- understand and use phrases related to choosing a career path;
- use three-word phrasal verbs correctly;
- read for main ideas and specific information in an article about things to consider when choosing a career path, and understand text structure;
- talk about the things to consider when following different career paths;
- listen for main ideas and specific information in a conversation about a career in teaching;
- write a curriculum vitae (CV);
- ask for and give clarification;
- understand in-demand careers for the future;
- do a survey on school-leavers' career plans and report it to the class.

LESSON 1 . GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Divide the class into two teams and the board into two halves. Give a board pen to one student in each team. Call out the topic of Unit 8 (*Wildlife conservation*) and give them two minutes to write as many topic-related words as they can. Explain that each word must be written by a different student and only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's spelling and count how many correct words each team has written.
- To lead into the unit topic, ask Ss questions such as *Have you made any plans for your future career? What have you done to prepare for it? Have you ever asked anyone for advice about your career path? Did they give you any good advice?*
- Then ask Ss to open their books at page 116. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

ACTIVITY 1

Aims: To introduce some vocabulary and the grammar point to be learnt in the unit.

I GETTING STARTED

Q&A with a career adviser

1 Listen and read.

Mr Kien: ... So, I've talked to you about future job opportunities. I hope you'll continue to keep up with the rapid changes in the job market. Have you got any questions?

Nam: Yes, do you think we need to have a university degree to pursue a career?

Mr Kien: Well, it depends on the industry and the field of work that you're interested in. There're many jobs that don't require a university degree. For example, you may consider becoming a flight attendant, car mechanic, or repair worker.

Nam: But how do you get a job without a degree or any experience? Employers look down on job applicants without a university degree.

Mr Kien: No, they don't. You need to show that you're hard-working and willing to learn. Many companies hire school-leavers and provide on-the-job training.

Mai: So, when do you think we should start thinking about our careers?

Mr Kien: Well, the sooner, the better. However, the best time is when you start senior secondary school.

Mai: I read that AI will replace many workers in the future. How do I make sure that the job I choose won't be taken over by a robot?

Mr Kien: That's a good question. Many factory jobs and jobs in customer service have already become automated. As AI continues to develop, more human employees may be replaced. That's why it's important to choose jobs that involve a high level of human interaction, critical thinking, and decision-making.

Nam: So, are these the most important job skills we'll need in the future?

Mr Kien: That's right! No matter what career you may consider, you'll need these skills. Good communication and teamwork will always be in demand. These soft skills will help you adapt to changes and come up with solutions to challenging problems.

Nam: Thank you very much for your answers.

- Focus Ss' attention on the title and heading. Check if Ss understand the meaning of the phrase *career adviser*. Elicit from Ss its meaning, e.g. career adviser is a person who gives advice about careers.
- Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it, e.g. *What can you see?* (people in different jobs), *Can you name some of the jobs in the photo?* (porter, engineer, chef, server, gardener, doctor, etc.).
- Encourage Ss to guess what the speakers will be discussing, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to describing different careers while they are listening and reading.
- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Call on three Ss to read the conversation aloud.

Audio script – Track 68:

Mr Kien: … So, I've talked to you about future job opportunities. I hope you'll continue to keep up with the rapid changes in the job market. Have you got any questions?

Nam: Yes, do you think we need to have a university degree to pursue a career?

Mr Kien: Well, it depends on the industry and the field of work that you're interested in. There're many jobs that don't require a university degree. For example, you may consider becoming a flight attendant, car mechanic, or repair worker.

Nam: But how do you get a job without a degree or any experience? Employers look down on job applicants without a university degree.

Mr Kien: No, they don't. You need to show that you're hard-working and willing to learn. Many companies hire school-leavers and provide on-the-job training.

Mai: So, when do you think we should start thinking about our careers?

Mr Kien: Well, the sooner, the better. However, the best time is when you start senior secondary school.

Mai: I read that AI will replace many workers in the future. How do I make sure that the job I choose won't be taken over by a robot?

Mr Kien: That's a good question. Many factory jobs and jobs in customer service have already become automated. As AI continues to develop, more human employees may be replaced. That's why it's important to choose jobs that involve a high level of human interaction, critical thinking, and decision-making.

Nam: So, are these the most important job skills we'll need in the future?

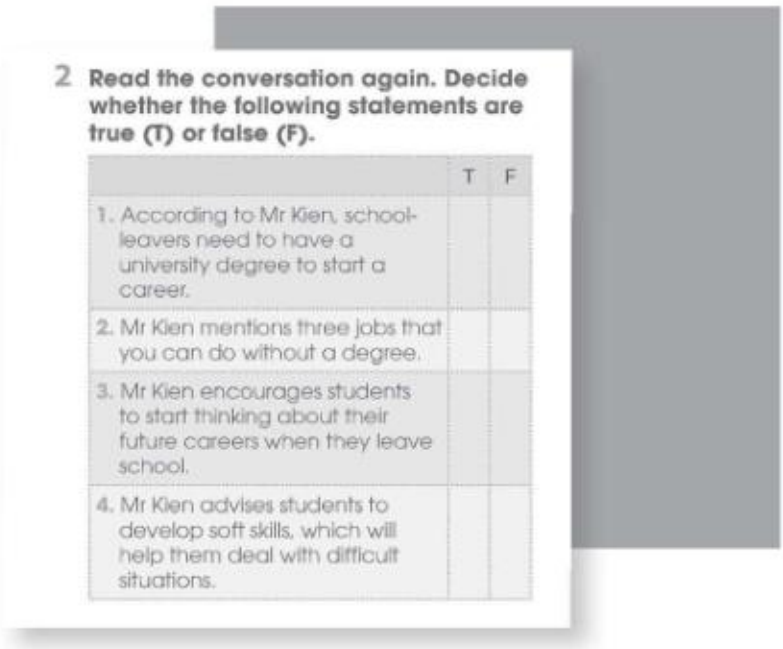
Mr Kien: That's right! No matter what career you may consider, you'll need these skills. Good communication and teamwork will always be in demand. These soft skills will help you adapt to changes and come up with solutions to challenging problems.

Nam: Thank you very much for your answers.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the keywords and important information in the statements, then read the conversation again and decide whether each of the statements is true (T) or false (F).
- Have Ss share their answers with the class.
- Confirm the correct answers. Have Ss correct the false statements.



2 **Read the conversation again. Decide whether the following statements are true (T) or false (F).**

	T	F
1. According to Mr Kien, school-leavers need to have a university degree to start a career.		
2. Mr Kien mentions three jobs that you can do without a degree.		
3. Mr Kien encourages students to start thinking about their future careers when they leave school.		
4. Mr Kien advises students to develop soft skills, which will help them deal with difficult situations.		

Key: 1. F 2. T 3. F 4. T

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *What jobs does Mr Kien mention that do not require a university degree? Does Mr Kien agree with Nam who says that employers look down on job applicants without a university degree? When is the best time for students to start thinking about careers according to Mr Kien?*

ACTIVITY 3

Aim: To introduce words and phrases related to career paths.

- Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings and beginning with the letters given.
- Have Ss compare answers in pairs.
- Confirm the correct answers as a class.

3 **Find words and phrases in 1 with the following meanings.**

1. p_____ — to try to achieve something over a period of time
2. a_____ — done by machines or computers
3. i_____ d_____ — wanted by a lot of people
4. s_____ s_____ — personal qualities that enable you to communicate well with other people
5. a_____ — to change your behaviour in order to be more successful in a new situation

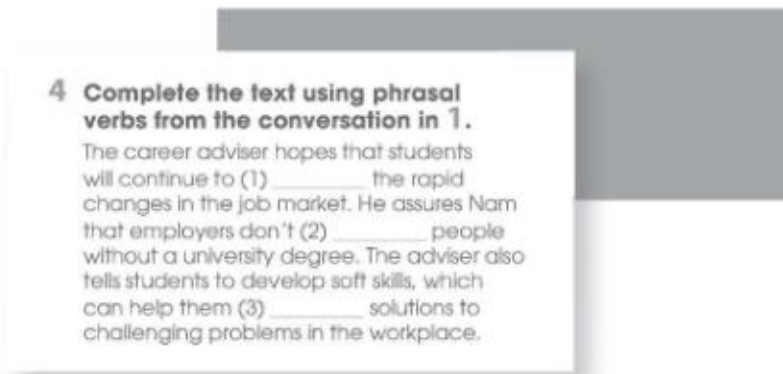
Key: 1. pursue 2. automated 3. in demand
4. soft skills 5. adapt

Extension: Put Ss in groups and have each group write as many phrases as they can with the words *career, pursue,* and *adapt,* e.g. *career path, career adviser, career officer; pursue a career, pursue a goal, pursue one's dream; adapt to change, adapt to the conditions, adapt to the environment.* Set a time limit of five minutes. When the time is up, have Ss put up their lists of phrases on the board. Ask Ss from different groups to read them aloud and count the correct ones. The winner is the group with most correct phrases.

ACTIVITY 4

Aim: To help Ss identify three-word phrasal verbs.

- Have Ss read the text individually. Encourage them to try to complete it with appropriate phrasal verbs without referring to the conversation. Then ask them to find the answers in the conversation.
- Check answers as a class. First ask the class to call out the phrasal verbs, then call on individual Ss to read the completed sentences.
- Tell Ss that they will learn other three-word verbs in the next lesson.



4 **Complete the text using phrasal verbs from the conversation in 1.**

The career adviser hopes that students will continue to (1) _____ the rapid changes in the job market. He assures Nam that employers don't (2) _____ people without a university degree. The adviser also tells students to develop soft skills, which can help them (3) _____ solutions to challenging problems in the workplace.

Key: 1. keep up with 2. look down on 3. come up with

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 9, the **Project** section, and look at the title of the project (*School-leavers' career plans*).
- Explain the project requirements: Ss will have to collect information from 8-10 classmates about their career plans, and then report the survey results to the class. Have Ss read through the survey questions and check understanding. Explain that Ss should use the questions provided when they interview their classmates.
- Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks, e.g. *interviewing classmates, taking notes of answers, compiling and synthesising the survey results, preparing the report and the presentation slides*, to each group member, making sure that all group members contribute to the project.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need and solving any other problems that may arise with their projects.

LESSON 2. LANGUAGE

PRONUNCIATION

SENTENCE STRESS AND RHYTHM

ACTIVITY 1

Aim: To help Ss recognise and practise sentence stress and natural rhythm.

II LANGUAGE

Pronunciation

Sentence stress and rhythm

Remember!

- Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, and articles) are not.
- The combination of stressed and unstressed syllables produces the rhythm of spoken English.
- To sound natural and fluent, you should try to stress the correct words in your spoken sentences.

1 Listen and repeat. Pay attention to the sentence stress and rhythm.

1. It depends on the industry and the field of work that you're interested in.
2. There're many jobs that don't require a university degree.
3. These soft skills will help you adapt to changes and come up with solutions to challenging problems.

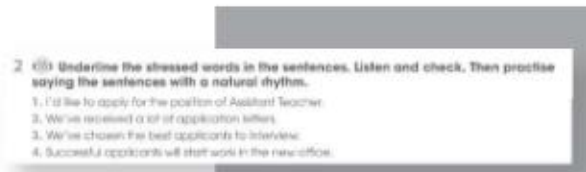
- Say a few sentences and have Ss tell you which words are stressed.
- Ask Ss to read the explanation in the **Remember!** box and check if they understand what sentence stress and rhythm refer to. If necessary, explain the difference between word stress and sentence stress.
- Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the sentence stress and natural rhythm.
- Put Ss in pairs. Have them practise saying the sentences using correct sentence stress and a natural rhythm.

Audio script – Track 69:

1. It depends on the industry and the field of work that you're interested in.
2. There're many jobs that don't require a university degree.
3. These soft skills will help you adapt to changes and come up with solutions to challenging problems.

Extension: Put Ss in groups of three. Assign a role from the conversation in **Getting Started** to each student. Have them read their lines and underline the stressed words. Then have them practise reading the conversation, using appropriate sentence stress and a natural rhythm.

ACTIVITY 2


2 Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm.
1. I'd like to apply for the position of Assistant Teacher.
2. We've received a lot of application letters.
3. We've chosen the best applicants to interview.
4. Successful applicants will start work in the new office.

Aim: To help Ss recognise and practise sentence stress and natural rhythm.

- Ask Ss to read the sentences and check understanding.
- Have them underline the stressed words.
- Play the recording, pausing after each sentence for Ss to repeat and check their answers.
- Confirm answers as a class.
- Put Ss into pairs and have them practise saying the sentences. Walk round the class, praising pairs for good effort and saying the sentences with appropriate sentence stress and a natural rhythm.

Key + Audio script – Track 70:

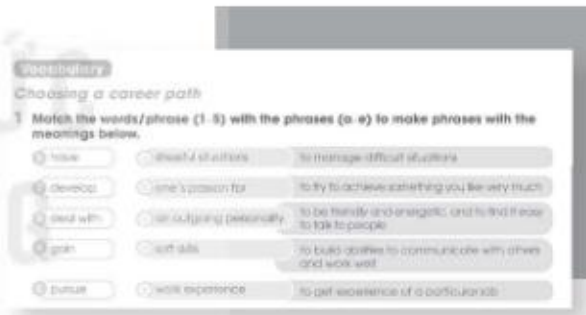
1. I'd <u>like</u> to <u>apply</u> for the <u>position</u> of <u>Assistant Teacher</u>.
2. We've <u>received</u> a lot of <u>application letters</u>.
3. We've <u>chosen</u> the <u>best applicants</u> to <u>interview</u>.
4. <u>Successful applicants</u> will <u>start</u> <u>work</u> in the <u>new office</u>.

Extension: In stronger classes, teach contrastive stress, i.e. a stress to bring out a particular word in a sentence. Write a sentence on the board and read it several times, stressing a different word each time, and eliciting the meaning, e.g. ***I*** *don't think he should get the job.* (Stress on 'I', meaning: Someone else thinks that he should get the job.) *I* ***don't*** *think he should get the job.* (Stress on 'don't', meaning: It's not true that I think he should get the job.) *I don't* ***think*** *he should get the job.* (Stress on 'think', meaning: I'm not sure he will get the job.) *I don't think* ***he*** *should get the job.* (Stress on 'he', meaning: Someone else should get the job.) Put Ss in pairs and have them come up with their own sentences. Encourage them to shift the stress and work out the change in meaning.

VOCABULARY

CHOOSING A CAREER PATH

ACTIVITY 1


Vocabulary
Choosing a career path
1 Match the words/phrase (1-5) with the phrases (a-e) to make phrases with the meanings below.
1. have
2. develop
3. deal with
4. gain
5. pursue
a. dream of actress
b. one's passion for
c. an outgoing personality
d. soft skills
e. work experience
to manage difficult situations
to try to achieve something you like very much
to be friendly and energetic and to find it easy to talk to people
to build abilities to communicate with others and work well
to get experience of a particular job

Aim: To introduce words and phrases related to employment.

- Tell Ss that they have to match each verb (1-5) with a noun phrase (a-e) to make a new phrase with the meaning given.
- Ask Ss to read the definitions and check understanding.
- Have Ss do the matching individually, then compare their answers in pairs.
- Check answers as a class. Call on one student to read a phrase aloud and another student to read its definition.

Key: 1. c 2. d 3. a 4. e 5. b

Extension: Put Ss in pairs. Focus their attention on the noun phrases (a-e) and have them combine these phrases with other verbs, e.g. *stressful situations*: *handle / monitor / cope with stressful situations*. Give pairs a few minutes to come up with as many phrases as possible. Then have Ss read them to the class.

ACTIVITY 2

2 Complete the sentences using the correct forms of the phrases in 1.
1. She left her current job in order to _____ music.
2. I have earned some money and _____ from my previous part-time jobs.
3. If you _____, it will be an advantage when you apply for this job.
4. In addition to technical knowledge, you also need to _____ such as communication and teamwork skills.
5. Your working environment may not always be pleasant. Sometimes, you have to _____.

Aim: To help Ss practise using the phrases in **1** in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in **1** can be used to complete each of the sentences. Encourage them to look for context clues to help them decide on the phrase needed, e.g. *In sentence 1, the final word 'music', gives us the hint that 'pursue … passion for' is best suited.*

- Check answers as a class. Have individual Ss call out or write the phrases they have used.
- Ask individual Ss to read the completed sentences.

Key: 1. pursue her passion for
2. gained work experience
3. have an outgoing personality
4. develop soft skills
5. deal with stressful situations

Extension: Put Ss in groups of five. Assign a phrase to each student in the group. Give them a time limit of two minutes. Have each student race to make as many sentences as they can with their phrase. When time is up, ask groups to read their sentences. Count the correct ones and praise the group with most sentences.

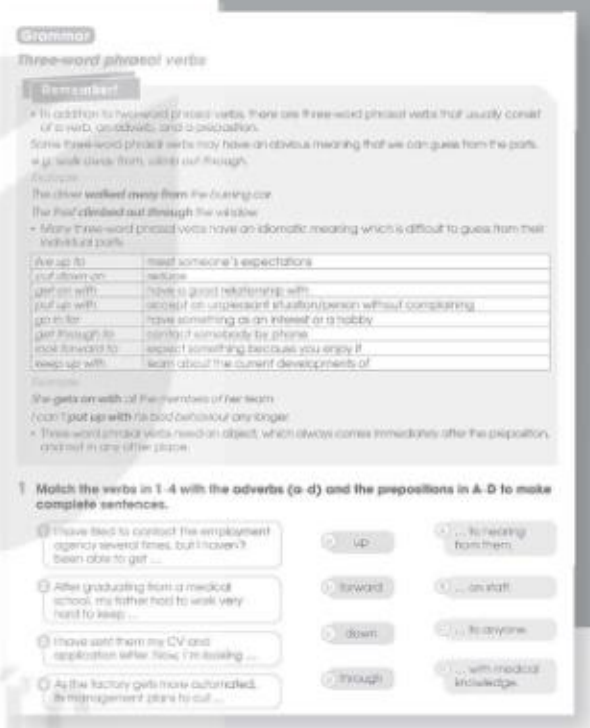
GRAMMAR

THREE-WORD PHRASAL VERBS

ACTIVITY 1

Aim: To help Ss recognise and practise three-word phrasal verbs.

- Ask Ss to look at the sentences in **4** in **Getting Started** and elicit the verbs used there, i.e. *keep up with, look down on, come up with*.
- Ask Ss to look at the **Remember!** box and read the explanation and examples. Check understanding by asking questions, e.g. *Can we guess the meaning of all three-word phrasal verbs from their parts?* (No, only some three-word phrasal verbs have an obvious meaning that we can guess from the parts.) *What is the meaning of many three-word phrasal verbs?* (idiomatic meaning) *Where does the object of a three-word phrasal verb go?* (immediately after the preposition).
- Tell Ss to work in pairs or individually to complete the activity.
- Check answers as a class.
- Have Ss read out loud the completed sentences.


Grammar

Three-word phrasal verbs

Remember!

- In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist of a verb, an adverb, and a preposition.

Some three-word phrasal verbs may have an obvious meaning that we can guess from the parts, e.g. walk away from, climb out through.

Examples

The driver **walked away from** the burning car.

The thief **climbed out through** the window.

- Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their individual parts.

live up to	meet someone's expectations
cut down on	reduce
get on with	have a good relationship with
put up with	accept an unpleasant situation/person without complaining
go in for	have something as an interest or a hobby
get through to	contact somebody by phone
look forward to	expect something because you enjoy it
keep up with	learn about the current developments of

Examples

She **gets on with** all the members of her team.

I can't **put up with** his bad behaviour any longer.

- Three-word phrasal verbs need an object, which always comes immediately after the preposition, and not in any other place.

1 **Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in A–D to make complete sentences.**

1 I have tried to contact the employment agency several times, but I haven't been able to get ... — up — A ... to hearing from them
2 After graduating from a medical school, my father had to work very hard to keep ... — forward — B ... on staff
3 I have sent them my CV and application letter. Now I'm looking ... — down — C ... to anyone
4 As the factory gets more automated, its management plans to cut ... — through — D ... with medical knowledge

Extension: Write some common verbs on the board, e.g. *keep, go, do, move, get*. Put Ss in groups and have them think of three-word phrasal verbs with each verb, e.g. *keep in with, keep up with, go along with, go back on, go down with, do away with, do out of, move in with, get away with*.

ACTIVITY 2

Aim: To help Ss practise three-word phrasal verbs in a speaking activity.

2 **Work in pairs. Make true sentences about the career path of someone you know, using three-word phrasal verbs.**

Example

My eldest sister is very good at English, and my parents wanted her to become a teacher of English. However, she didn't **live up to** my parents' expectations. Instead, she **went in for** a game design competition and became a game designer.

- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do.
- In weaker classes, let Ss list all the three-word phrasal verbs they have learnt so far, e.g. *keep up with, look down on, come up with, get on with, put up with, get through to, look forward to, cut down on, live up to, go in for*.
- Put Ss in pairs and have them describe to each other the career path of people they know.
- Invite some Ss to talk in front of the class. Praise Ss who come up with interesting descriptions and use three-word phrasal verbs.

Suggested answer:

My brother decided to pursue a career in IT. He became a software engineer at a big company. He was very good at **coming up with** effective solutions to IT problems. He was also working overtime **filling in for** colleagues who were absent. But he found it hard to **keep up with** new technologies. After a few years, he **moved out of** the IT business and opened a successful coffee shop.

LESSON 3. READING

FUTURE CAREER CHOICES

ACTIVITY 1. Pre-reading

Aim: To activate Ss' prior knowledge about the topic and get Ss involved in the lesson.

III READING

future career choices

1 **Work in pairs. Discuss the following questions.**

1. What are your career plans?
2. What do you need to do to prepare for your future career?

- Ask Ss to look at the picture and name the jobs they see in the thought bubbles, e.g. *doctor, chef, engineer*.
- Put Ss in pairs and have them discuss the questions.
- Invite some pairs to share their answers with the class.

Suggested answer:

I want to become a successful chef and open my own restaurant. First, I need to join a good culinary school, pass my exams there and earn a professional qualification. Then I plan to gain work experience in different restaurants. I also want to work in top restaurants and learn from the best chefs. After that I'll feel more confident in my culinary skills and will open my own restaurant.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meaning of words and phrase from context.

2 **Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase.**

Career experts' advice

Our Teen Talk magazine has recently received a lot of questions from secondary school students asking about things they should consider when choosing their careers. We've talked to our career experts, and here is their advice.

A. _____

First, learn about yourself and discover your personality type, beliefs, soft skills, and interests. For example, if you are passionate about working with people and helping them develop, you may consider becoming **a social worker or a teacher**. If you are interested in languages, history, art, and architecture, you might look at jobs in the tourist industry. Spend time thinking about what you want to do, and find what you are good at. This can help you come up with a career path that matches your personality.

B. _____

Next, you should take into account any career qualifications you may need. Many jobs require formal education at a university or college. In order to work as a doctor, for example, you will need to study at medical school for some years of general medical training, followed by several years of specialist training. But there are also jobs that don't require any formal qualifications. You can be hired as a server or a barista in a coffee shop, for instance, and you will be given on-the-job training.

C. _____

You should also consider your chances of being hired. Some fields of work may offer very few positions. With technology developing at a fast pace, some jobs such as cashiers and travel agents may become automated or obsolete. **However**, other jobs are on the rise. Doctors, nurses, and pharmacists, for instance, are in great demand because of ageing populations and increased life expectancy. That is why before you make a decision, you should carefully examine the opportunities that a career path may provide.

1. passionate
   A. having strong feelings of enthusiasm for something
   B. showing happiness and excitement about something
2. take into account
   A. describe B. consider
3. specialty
   A. the subject of study that someone knows a lot about
   B. the typical food that a restaurant is famous for
4. barista
   A. an owner of a coffee shop
   B. a person who serves customers in a coffee shop
5. obsolete
   A. updated B. out of date

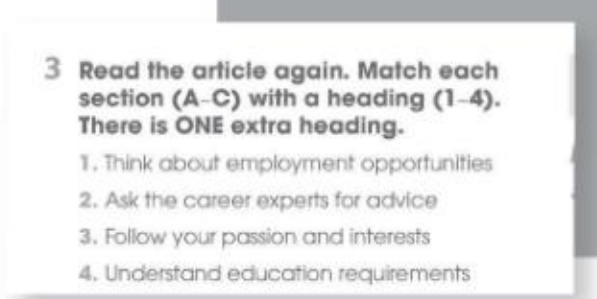
- Have Ss read the text to get an overall idea.
- Then have Ss focus on the highlighted words and phrase, looking for context clues they can use to guess their meaning, e.g. *The first word 'passionate' in this context is used as an adjective to describe a feeling about 'working with people'. Therefore, option A is the best match for this word.*
- Tell Ss to work in groups to discuss the clues and compare answers.
- Check answers as a class.

Key: 1. A 2. B 3. A 4. B 5. B

Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, and have Ss check them up in a dictionary and write short definitions on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for main ideas.


3 **Read the article again. Match each section (A–C) with a heading (1–4). There is ONE extra heading.**

1. Think about employment opportunities
2. Ask the career experts for advice
3. Follow your passion and interests
4. Understand education requirements

- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.

- Ask Ss to read through the four headings first and check understanding. Tell Ss that there is one extra heading.
- Have Ss skim through each section and choose the appropriate heading. Ask Ss to make use of the keywords in each section to support their answers, e.g. *In the first paragraph, keywords such as 'interests', and 'passionate' point to option 3 as the best choice.*
- Ask Ss to work in pairs to compare their answers.
- Check answers as a class.

Key: Paragraph A: 3 Paragraph B: 4 Paragraph C: 1

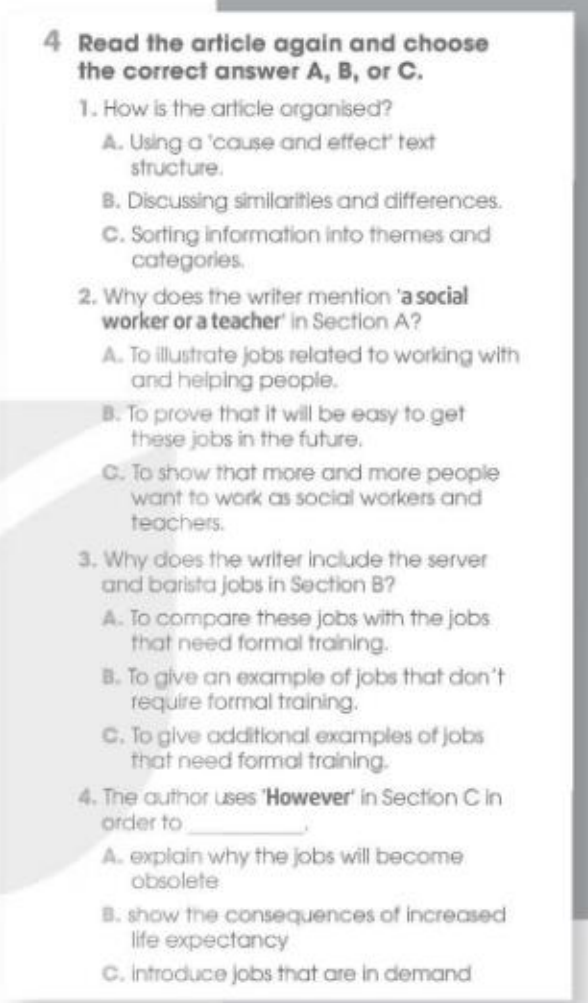
ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information and understanding text structure.

- Have Ss read the questions and the answer choices. Focus their attention on the first question and ask them to think about how the text is organised. Ask Ss to read the text and choose the correct answer.
- Repeat the process with other questions.
- Have Ss compare answers in pairs or groups.
- Check answers as a class.
- Invite some Ss to give evidence from the text for each answer.

Key: 1. C 2. A 3. B 4. C

Extension: Put Ss in groups of three. Have groups assign a section from the reading text to each member. Ask Ss to study their sections for a couple of minutes, then close their books. Have each student try to present their section to the other group members.



4 Read the article again and choose the correct answer A, B, or C.

1. How is the article organised?
   - A. Using a 'cause and effect' text structure.
   - B. Discussing similarities and differences.
   - C. Sorting information into themes and categories.
2. Why does the writer mention '**a social worker or a teacher**' in Section A?
   - A. To illustrate jobs related to working with and helping people.
   - B. To prove that it will be easy to get these jobs in the future.
   - C. To show that more and more people want to work as social workers and teachers.
3. Why does the writer include the server and barista jobs in Section B?
   - A. To compare these jobs with the jobs that need formal training.
   - B. To give an example of jobs that don't require formal training.
   - C. To give additional examples of jobs that need formal training.
4. The author uses '**However**' in Section C in order to _____.
   - A. explain why the jobs will become obsolete
   - B. show the consequences of increased life expectancy
   - C. introduce jobs that are in demand

5 Work in pairs. Discuss the following questions.

What kind of job do you prefer: a job that requires formal education or a job that does not? Why?

ACTIVITY 5. Post-reading

Aim: To help Ss personalise the language and ideas in the reading.

- Ask Ss to read the questions and think about which option will work for them. Encourage Ss to come up with reasons for their choice.
- Have Ss work in pairs to discuss their chosen options.
- Encourage Ss to explain why they think this is the option for them. Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery.

Suggested answers:

A job that requires formal education

I prefer a job that requires formal education because I believe that formal education will provide me with not only technical knowledge, but also soft skills. Soft skills will help me prepare for the world of work better. In addition, having a formal education will improve my prospects for an interesting and rewarding career.

A job that doesn't require formal education

I think there are many great jobs without degree requirements. Instead of wasting my time to complete a university course, I'd prefer to start working for a company immediately after leaving school. Good employers provide training programmes and I can learn on the job and still have a rewarding career.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 4. SPEAKING

DISCUSSION ON DIFFERENT CAREERS

Learning outcome: By the end of the lesson, Ss will be able to discuss the similarities and differences of different careers, and then report to the class.

ACTIVITY 1

Aim: To introduce more ideas for the speaking tasks and get Ss involved in the lesson.

- Ask Ss to look at the photo and guess the job, i.e. a tour guide. Elicit what they know about it, e.g. *Tour guides show tourists around museums and historic sites, travel with them to landmarks and organise trips.*
- Have Ss read through the table and phrases in the box, and check understanding.
- If necessary, explain any phrases Ss may find difficult to understand, e.g. *learn on the job, self-employed,* or *replaced by robots.*
- Have Ss work in pairs to complete the table.
- In stronger classes, encourage Ss to add other information about the job of a tour guide, e.g. Personality and interests: *friendly and caring, outgoing, very organised and punctual.*
- Invite several pairs to share their completed tables.

Key: 1. C 2. D 3. A 4. B

ACTIVITY 2

Aim: To help Ss personalise the topic.

- Put Ss in groups and explain the task. Have two Ss read the example. Remind Ss of the communication strategies and language they can use when having a discussion. If necessary, ask them to refer to Appendix 1 of their books.
- Have groups choose one of the jobs, discuss and complete the table. Walk around the class and offer help.
- In weaker classes, brainstorm some information about each job as a class and write some prompts on the board.
- Ask groups of Ss to share their completed tables with the class.

Suggested answer:

To become a doctor, you need to consider:

Personality and interests:	• be very kind and care for patients • have a passion for helping people • be interested in health, causes of diseases, and medical science
Skills and knowledge:	• soft skills such as good communication, decision-making, time management and teamwork skills • technical skills and medical knowledge to assess patient's condition, prescribe medication, offer treatments, etc.

IV SPEAKING

Discussion on different careers

1 **Work in pairs. Use the given ideas to complete the information about the job of a tour guide.**

A. attend part-time courses or complete an apprenticeship
B. may only be employed in the high season
C. be patient, confident, and able to deal with stressful situations
D. good communication skills

To become a tour guide, you need to consider:

Personality and interests:	• (1) _____ • be interested in culture, history, and architecture
Skills and knowledge:	• (2) _____ • knowledge of the local area: cultural, historical, and natural sites and events • knowledge of languages
Education and training:	• diploma in travel and tourism is useful, but a degree is not required • (3) _____ • learn on the job
Employment opportunities:	• (4) _____ • many tour guides are self-employed or combine tour guiding with another job • might be replaced by robots in the future

2 **Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose.** LANGUAGE SUPPORT page 144

To become a teacher of English/police officer/doctor, you need to consider:

Personality and interests:	• _____ • _____
Skills and knowledge:	• _____ • _____
Education and training:	• _____ • _____
Employment opportunities:	• _____ • _____

Example:

A: *Let's talk about the job of a doctor. What do you think we need to consider before we pursue this career?*

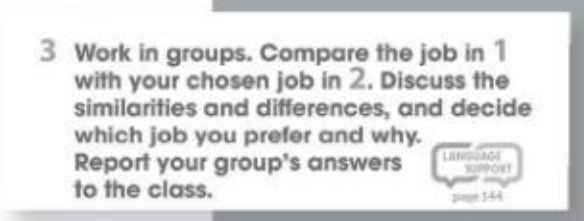
B: *Well, I think a doctor's personality is very important. You must be very kind and care for patients. You must have a passion for helping people.*

C: ...

Education and training:	• study at medical school to get a medical degree • complete general medical training where you combine work experience with on-the-job training usually at a hospital • complete specialty training in a specialist area of medicine or in general practice
Employment opportunities:	• many varied opportunities and different career options • there will always be demand for doctors • may have a poor work-life balance

ACTIVITY 3

Aim: To give Ss an opportunity to discuss similarities and differences between jobs, and present their discussions to the class.



- Explain the task and check understanding.
- Elicit some useful language for talking about similarities and differences, e.g. *both … and …, however, unlike, in the same way, compared to, in contrast.*
- Have Ss work in their groups. Give them five minutes for discussion and five minutes for summarising their discussion and preparing a short summary of the similarities and differences, and which job each group member prefers. Make sure they take notes.
- Invite some groups of Ss to share their answers with the class.

Suggested answer:

Our group discussed the jobs of a tour guide and a doctor. Although they are very different jobs, we found some similarities between the two. Both tour guides and doctors must be kind and patient. They must also be able to deal with stressful situations. Soft skills such as communication, decision-making, time management and teamwork skills are important for both professions.

However, the technical skills required for a tour guide and a doctor are very different. For example, tour guides must have knowledge of the local area, and cultural, historical and natural sites and events, and knowledge of languages. Doctors need medical knowledge to assess patients and treat them. It is a lot easier to become a tour guide as you don't need formal education or training at university. However, to qualify as a doctor, you must not only go to medical school, but also complete another 10 years of on-the-job training.

While tour guides have limited job opportunities and many are out of work in the low season, doctors are in high demand. The job of a doctor will never become automated or obsolete, but tour guides might be replaced by robots in the future.

.....

Two people in our group prefer the job of a tour guide because they enjoy learning about the history, art and culture of places and countries. They find the job of a tour guide more interesting and less challenging than the job of a doctor. They believe they'll have a better life-work balance. The other two people in our group prefer the job of a doctor. They think the job of a tour guide is only in demand in the high season and doesn't pay well. On the other hand, doctors have varied job opportunities and rewarding careers.

Extension: Play *Find someone who …* game. Display the table on the next page on the board and ask Ss to copy it. Elicit more things related to the topic that Ss can find about and encourage them to include them in their tables. To play the game, have Ss prepare some *Yes/No* questions related to careers and jobs to ask. Then have them walk round the class, asking each other the *Yes/No* questions, e.g. *Do you want to become a doctor? Do you want to work abroad? Do you want to pursue a career in medicine / music / engineering?* When a student finds a classmate who answers 'Yes', they

write their name and ask follow-up questions to get more information, e.g. *Why do you want to become a doctor? Where do you want to work?* When Ss have finished, have them report back to the class what they have found out.

Example:

Find someone who ...	Name	More information
... wants to become a doctor.		
... wants to work abroad.		

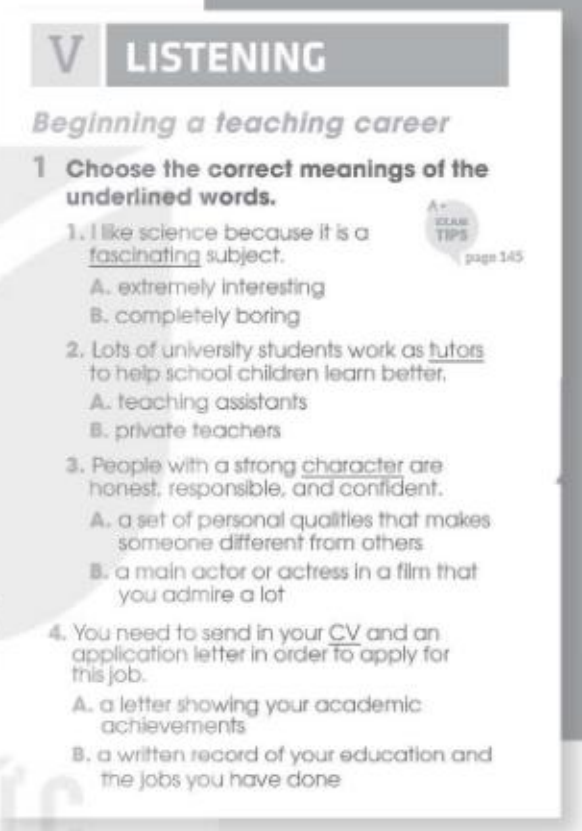
LESSON 5. LISTENING

BEGINNING A TEACHING CAREER

ACTIVITY 1. Pre-listening

Aim: To introduce words and phrases to help Ss understand the listening and get Ss involved in the lesson.

- Write *Employment* on the board and elicit from Ss what they have learnt about the topic so far, e.g. education and training, technical and soft skills, career paths.
- Tell Ss that they will learn about how they can start preparing for a job or career in a particular field.
- Ask Ss to read the sentences and the answer choices, and check understanding.
- Tell Ss to use the context clues when deciding on the answer, e.g. *The verb 'like' in Sentence 1 indicates a positive feeling so the answer is likely to be A.*
- Have Ss check their answers in pairs.
- Confirm the correct answers as a class.
- Focus on Question 3 and elicit the difference between *character* and *personality*, e.g. *character - person's traits like honesty, kindness, patience, etc.; personality - person's behaviours, abilities, and attitudes such as being sociable and outgoing, or funny with a sense of humour.* Ask Ss to make sentences with each word.


V LISTENING

Beginning a teaching career

1 **Choose the correct meanings of the underlined words.**

1. I like science because it is a fascinating subject.
   A. extremely interesting
   B. completely boring
2. Lots of university students work as tutors to help school children learn better.
   A. teaching assistants
   B. private teachers
3. People with a strong character are honest, responsible, and confident.
   A. a set of personal qualities that makes someone different from others
   B. a main actor or actress in a film that you admire a lot
4. You need to send in your CV and an application letter in order to apply for this job.
   A. a letter showing your academic achievements
   B. a written record of your education and the jobs you have done

Key: 1. A 2. B 3. A 4. B

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for main ideas.

- Ask Ss to read the instructions. Check Ss' understanding of the context of the listening by asking questions such as *Who are the speakers?* (Mai Chi and her teacher, Ms Hoa) *How many topics will they discuss in the conversation?* (Five: Education and qualifications, Work experience, Skills, Interests and hobbies, and References).
- Play the recording for Ss to listen and order the topics.
- Ask Ss to compare their answers in pairs.
- Check answers as a class.

2 **Listen to a conversation between Mai Chi and her teacher, Ms Hoa. Put the information in the correct order.**

Skills Interests and hobbies Work experience

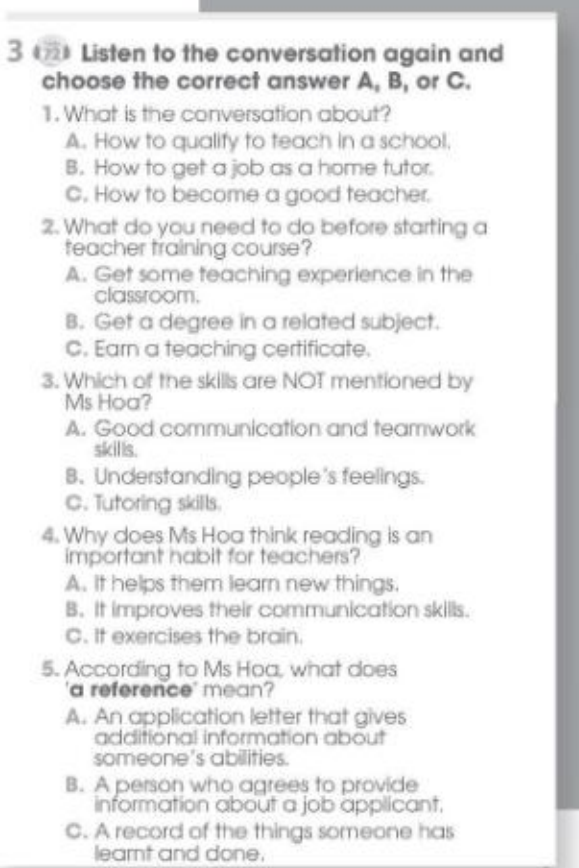
- Education and qualifications
- (1) _____
- (2) _____
- (3) _____
- References

Key: 1. Work experience 2. Skills 3. Interests and hobbies

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for the main idea and specific information.

- Have Ss read through the five questions and the answer choices, and check understanding.
- Tell Ss that they may not hear the exact words or phrases in the answer options, and the information could be paraphrased.
- Play the recording. Ask Ss to listen, take notes, then choose the answers.
- Have Ss compare their answers in pairs.
- Check answers as a class and confirm the correct ones. Play the recording again, pausing at the places where they can find the correct information.



3 (72) **Listen to the conversation again and choose the correct answer A, B, or C.**

1. What is the conversation about?
   - A. How to qualify to teach in a school.
   - B. How to get a job as a home tutor.
   - C. How to become a good teacher.
2. What do you need to do before starting a teacher training course?
   - A. Get some teaching experience in the classroom.
   - B. Get a degree in a related subject.
   - C. Earn a teaching certificate.
3. Which of the skills are NOT mentioned by Ms Hoa?
   - A. Good communication and teamwork skills.
   - B. Understanding people's feelings.
   - C. Tutoring skills.
4. Why does Ms Hoa think reading is an important habit for teachers?
   - A. It helps them learn new things.
   - B. It improves their communication skills.
   - C. It exercises the brain.
5. According to Ms Hoa, what does '**a reference**' mean?
   - A. An application letter that gives additional information about someone's abilities.
   - B. A person who agrees to provide information about a job applicant.
   - C. A record of the things someone has learnt and done.

Key: 1. A 2. B 3. C 4. A 5. B

Audio script – Tracks 71 + 72:

Mai Chi: Good morning, Ms Hoa. Do you have a few minutes?
Ms Hoa: Sure, Mai Chi. What's the matter?
Mai Chi: I've always wanted to become a teacher, but I don't know how to begin a teaching career. May I ask you a few questions?
Ms Hoa: No problem. What would you like to know?
Mai Chi: I know I love teaching, but I also need to be qualified as a teacher. What education and qualifications do I need?
Ms Hoa First, you need to choose what subject you want to teach.
Mai Chi OK, that's easy. I want to teach science. It's a fascinating subject.
Ms Hoa: So you need to get a Bachelor's degree in a science subject. Then you must complete a teacher training programme to earn a teaching certificate.
Mai Chi: I see. I know that work experience is very important. How can I get that?
Ms Hoa: Well, it'll be part of your teacher training course. You'll learn on the job in a school. However, you may also work as a tutor to gain experience working with children. Some parents may hire secondary school students to help their children.
Mai Chi: Good idea. What skills do you think I should start developing?
Ms Hoa: Well, a good teacher needs to have good communication and teamwork skills. It's also important to be able to understand other people's feelings.
Mai Chi: I'm also wondering what interests and hobbies are good for a career in teaching.
Ms Hoa: This is an interesting question. I'd say reading is the most important as it helps us keep up with new knowledge.
Mai Chi: Sounds good. I like reading. And I like your idea of finding a tutoring job.
Ms Hoa: Great! Let me know if you need a reference.
Mai Chi: Oh, what's a reference?
Ms Hoa: Well, it's a person who agrees to give information about your character and abilities. And remember to keep a record of everything you have learnt and done. You will need it later on to write your CV or curriculum vitae in order to apply for a job.

Extension: In stronger classes, put Ss in groups and have them quiz each other about the conversation. Walk round the class and make sure each group member has a chance to ask at least two questions.

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to use the language and ideas from the listening to express preferences and opinions.

4 **Work in groups. Discuss the following questions.**
Would you like to become a teacher? Why/Why not?

- Ask Ss to recap what Mai Chi and her teacher talked about, e.g. *Mai Chi wants to become a science teacher, and asks her teacher about the education and qualifications needed for the job. They also talk about important work experience, the skills needed, and references.*
- Put Ss into groups to discuss the questions. Walk round the class and offer help if necessary.
- In weaker classes, brainstorm some of the benefits and disadvantages of being a teacher and write them on the board as prompts.
- Invite Ss from different groups to share their answers with the class.

Suggested answers:

- I would like to become a teacher in the future for several reasons. First, I have a passion for maths and want to instil this enthusiasm in students. Second, teaching is not just a job, but a true vocation as teachers get job satisfaction unmatched by other professions. In addition, teachers have a very clear career path to follow. There is also always a need for good teachers, so the profession is expected to grow. Finally, teachers have flexible work schedules and time off for holidays and summer breaks, which allows them to spend more time with friends and family.
- I would not like to become a teacher in the future for several reasons. First, teaching is very challenging as many students are not motivated to learn or complete their work. Second, teachers have a heavy workload and often work in the evening and at weekends to grade assignments or plan lessons. In addition to dealing with difficult students, teachers may need to deal with difficult parents who may object to their teaching methods or how they handle their children. Finally, teachers have to teach the same materials over and over again, and may get tired and bored after a few years.

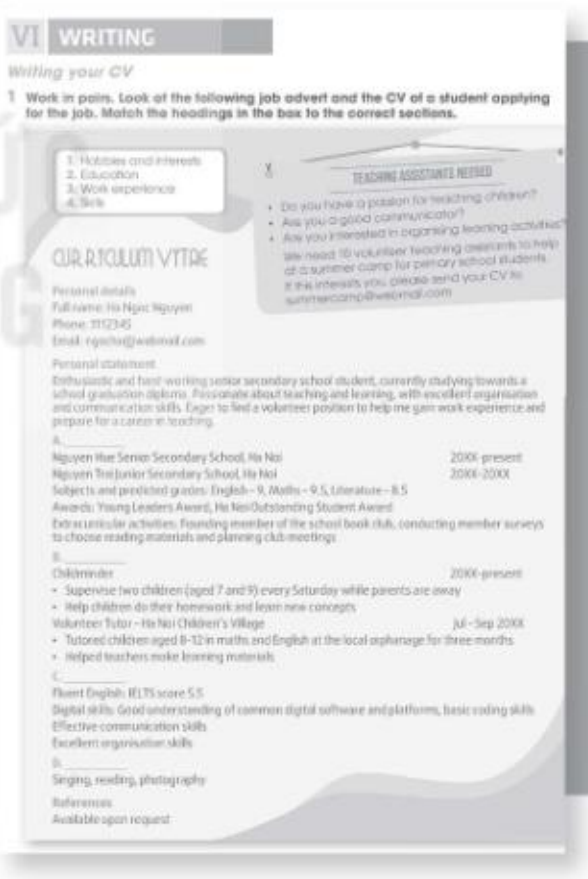
LESSON 6. WRITING

WRITING YOUR CV

Learning outcome: By the end of the lesson, Ss will be able to write their own CV to apply for an advertised job.

ACTIVITY 1

Aim: To familiarise Ss with the format and language of a CV.


VI WRITING

Writing your CV

1 **Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections.**

1. Hobbies and interests
2. Education
3. Work experience
4. Skills

TEACHING ASSISTANTS NEEDED

- Do you have a passion for teaching children?
- Are you a good communicator?
- Are you interested in organising learning activities?

We need 10 volunteer teaching assistants to help at a summer camp for primary school students. If this interests you, please send your CV to summercamp@webmail.com

CURRICULUM VITAE

Personal details
Full name: Ha Ngoc Nguyen
Phone: 1112345
Email: ngocha@webmail.com

Personal statement
Enthusiastic and hard-working senior secondary school student, currently studying towards a school graduation diploma. Passionate about teaching and learning, with excellent organisation and communication skills. Eager to find a volunteer position to help me gain work experience and prepare for a career in teaching.

A. _____
Nguyen Hue Senior Secondary School, Ha Noi — 20XX-present
Nguyen Trai Junior Secondary School, Ha Noi — 20XX-20XX
Subjects and predicted grades: English – 9, Maths – 9.5, Literature – 8.5
Awards: Young Leaders Award, Ha Noi Outstanding Student Award
Extracurricular activities: Founding member of the school book club, conducting member surveys to choose reading materials and planning club meetings

B. _____
Childminder — 20XX-present
- Supervise two children (aged 7 and 9) every Saturday while parents are away
- Help children do their homework and learn new concepts

Volunteer Tutor – Ha Noi Children's Village — Jul – Sep 20XX
- Tutored children aged 8–12 in maths and English at the local orphanage for three months
- Helped teachers make learning materials

C. _____
Fluent English: IELTS score 5.5
Digital skills: Good understanding of common digital software and platforms, basic coding skills
Effective communication skills
Excellent organisation skills

D. _____
Singing, reading, photography

References
Available upon request

- Ask Ss to read the job advertisement. Check understanding, e.g. *What job is being advertised?* (teaching assistant) *What are the applicants expected to have/be*? (have a passion for teaching children, be good communicators, and interested in organising learning activities).
- Focus Ss' attention on the headings in the box and check understanding.
- Tell Ss to look at the **Remember!** box and find the headings there. Have Ss read through the explanation of each section and explain any points or words Ss may not know.
- Put Ss in pairs and have them work together to read the CV and match the headings to the correct sections.
- Walk round the class and offer help if necessary.
- Check answers as a class.

Key: A. 2 B. 3 C. 4 D. 1

ACTIVITY 2

Aim: To help Ss practise writing their own CV to apply for the advertised job.

- Tell Ss that they also want to apply for the job advertised in **1**, and they need to write their own CV in order to do that.
- Ask Ss to write their CV in class. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help if necessary.
- In weaker classes, you can also go through the model CV and have Ss underline words and phrases that they can replace with their own details and ideas.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's structure, vocabulary and grammar. If time allows, encourage Ss to make revisions based on their partner's feedback before they produce a final draft.
- Collect Ss' CVs and give face-to-face feedback in private or provide some written feedback in the next lesson.

Remember!

In your CV, you should include the following sections:

- **Personal details**
  Provide your personal information such as full name, phone number, and email.
- **Personal statement**
  Provide a short summary about your personality, skills, and career goals.
- **Education**
  Give information about your education and qualifications. List the core subjects and the grades you have received or expect to receive. You can also include any academic achievements, awards, or extracurricular activities.
- **Work experience**
  Describe your work experience, especially the experience related to the job you are applying for. Include any voluntary work as well. Use bullet points to highlight your duties.
- **Skills**
  List your strongest skills, especially the ones related to the job you are applying for.
- **Hobbies and interests**
  This section is optional. However, if you don't have any notable work experience, your hobbies and interests will be a great way of showing a bit of your personality.
- **References**
  Make sure you have at least two references who know you well and can describe your character, skills, and work experience. It's not always necessary to include their names and contact details in a CV, so making them available on request is fine.

2 **Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV.**

Suggested answer:

CURRICULUM VITAE

Personal details

Name: Anh Thu Tran
Phone: 122346765
Email: anhthu@webmail.com

Personal statement

Enthusiastic and responsible senior secondary school student, currently studying towards a school graduation diploma. Passionate about education, with strong leadership and communication skills. Eager to learn new skills, gain work experience, and pursue my passion for teaching and learning.

Education

Hung Vuong Senior Secondary School	20XX-present
Ba Dinh Junior Secondary School	20XX-20XX
Subjects and predicted grades:	English – 9.5, Maths – 9.5, Literature – 8.0
Awards:	Student of the Year Award, Ha Noi Outstanding Student Award
Extracurricular activities:	Founding member of the school English speaking club, planning club meetings and organising events

Work experience

Volunteer teaching assistant: ABC English Centre: 20XX-present

- Help teachers check students' attendance and homework
- Organise learning activities and games

Skills

Fluent English: IELTS score 6.5
Strong teamwork skills
Excellent communication skills

Hobbies and interests

Reading English comic books

References

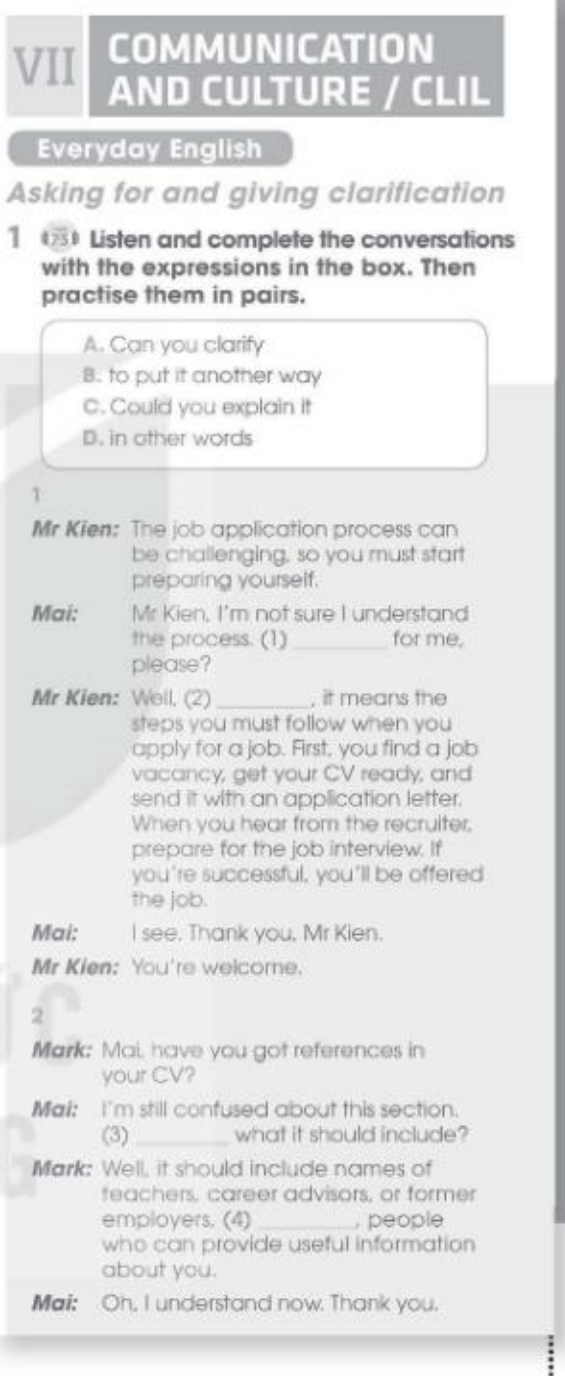
Available upon request

Extension: Explain to Ss that employers often ask job applicants to walk them through their CV at the job interview. This means adding more detail to each section on their CV. Put Ss in pairs. Ask them to pretend that one student is the employer hiring a teaching assistant and the other student is the job applicant. Have Ss swap roles so that each one has a chance to be a job applicant explaining his or her CV.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

ASKING FOR AND GIVING CLARIFICATION


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving clarification

1 73 **Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

A. Can you clarify
B. to put it another way
C. Could you explain it
D. in other words

1

Mr Kien: The job application process can be challenging, so you must start preparing yourself.

Mai: Mr Kien, I'm not sure I understand the process. (1) _____ for me, please?

Mr Kien: Well, (2) _____, it means the steps you must follow when you apply for a job. First, you find a job vacancy, get your CV ready, and send it with an application letter. When you hear from the recruiter, prepare for the job interview. If you're successful, you'll be offered the job.

Mai: I see. Thank you, Mr Kien.

Mr Kien: You're welcome.

2

Mark: Mai, have you got references in your CV?

Mai: I'm still confused about this section. (3) _____ what it should include?

Mark: Well, it should include names of teachers, career advisors, or former employers, (4) _____, people who can provide useful information about you.

Mai: Oh, I understand now. Thank you.

ACTIVITY 1

Aims:

- To provide model conversations in which speakers ask for and give clarification.
- To review expressions for asking for and giving clarification.

- Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, *e.g. Who are the speakers?* (1. Mr Kien and Mai; 2. Mark and Mai) *What are they talking about?* (1. the job application process; 2. the References section in a CV).
- Have Ss listen and complete the conversations with the expressions in the box.
- Check answers by asking two pairs of Ss to read out the conversations.
- Have Ss underline expressions used to ask for clarification, e.g. *Could you explain …?; Can you clarify …?*, and giving clarification, e.g. *Well, to put it another way, it means …; In other words, …*
- Put Ss in pairs and have them practise the conversations.

Key: 1. C 2. B 3. A 4. D

Audio script – Track 73:

1.

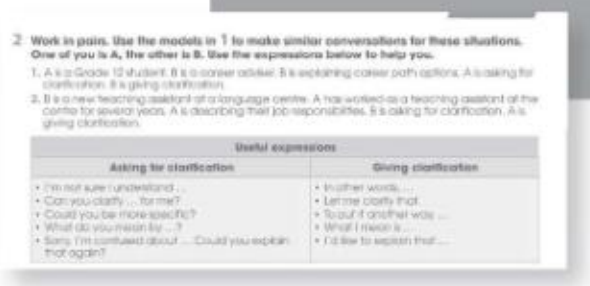
Mr Kien: The job application process can be challenging, so you must start preparing yourself.
Mai: Mr Kien, I'm not sure I understand the process. Could you explain it for me, please?
Mr Kien: Well, to put it another way, it means the steps you must follow when you apply for a job. First, you find a job vacancy, get your CV ready, and send it with an application letter. When you hear from the recruiter, prepare for the job interview. If you're successful, you'll be offered the job.
Mai: I see. Thank you, Mr Kien.
Mr Kien: You're welcome.

2.

Mark: Mai, have you got references in your CV?
Mai: I'm still confused about this section. Can you clarify what it should include?
Mark: Well, it should include names of teachers, career advisors, or former employers, in other words, people who can provide useful information about you.
Mai: Oh, I understand now. Thank you.

ACTIVITY 2

Aim: To help Ss practise asking for and giving clarification.


2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A is a Grade 12 student. B is a career adviser. B is explaining career path options. A is asking for clarification. B is giving clarification.
2. B is a new teaching assistant at a language centre. A has worked as a teaching assistant at the centre for several years. A is describing their job responsibilities. B is asking for clarification. A is giving clarification.

Useful expressions	
Asking for clarification	**Giving clarification**
• I'm not sure I understand ... • Can you clarify ... for me? • Could you be more specific? • What do you mean by ...? • Sorry, I'm confused about ... Could you explain that again?	• In other words, ... • Let me clarify that. • To put it another way, ... • What I mean is ... • I'd like to explain that ...

- Put Ss in pairs and explain the task: to role-play conversations similar to those in **1**, but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both ask for and give clarification. Encourage them to use words and phrases they have learnt so far in this unit in their conversations.
- Ask Ss to read through the situations, and check understanding. Ask them if they have been in similar situations, i.e. if they had to ask for career advice or for help on the first day of work.
- In weaker classes, underline the words and phrases in the conversations in **1** that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative.
- Go through the **Useful expressions** in the box and remind them to use them in their conversations.
- Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grade 12 student/a career adviser; a new teaching assistant/an experienced teaching assistant), how to start the conversation and what phrase or concept they will ask to be clarified. Have Ss practise their conversations in pairs.
- Invite several pairs of Ss to role-play their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for asking for and giving clarification.

Suggested answers:

1.

B: So, if you want to figure out what career path to follow, you need to evaluate your options.

A: Excuse me, I'm not sure I understand what you mean by 'evaluating'. Can you clarify this for me?

B: Well, what I mean is you need to look at the pros and cons of each option and consider all the challenges.

A: Oh, I see. Thank you very much.

B: You're welcome.

2.

A: As a new teaching assistant, your duty is to help teachers with classroom management.

B: Sorry, what do you mean by 'classroom management'? Could you be more specific?

A: Well, to put it another way, classroom management is keeping students organised, focused, orderly, attentive and on task during a class.

B: Yeah, I understand it now. Thank you.

CULTURE/CLIL

IN-DEMAND CAREERS FOR THE FUTURE

ACTIVITY 1

Aim: To help Ss learn about some in-demand careers in the future.

- Ask Ss some questions to find out what they already know about future jobs, e.g. *What jobs do you think will be popular in the future? Why do you think these jobs will be in demand?*

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What types of companies or businesses will need these jobs? Is there any available training for these jobs at present?*
- Ask them to read the text and answer the questions. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

CUE

1 Read the text and answer the questions.

IN-DEMAND CAREERS FOR THE FUTURE

Technology has brought a lot of changes to our lives. The introduction of new technologies and the growth of artificial intelligence have also created a lot of career opportunities. Here are some jobs that we'll be seeing more of in the coming years.

Software developers and other coding careers

Nowadays, coding – or the process of writing computer programs – is becoming a valuable skill that recruiters are looking for. A recent survey of tech workers and employers has found that the job of a software developer will be the most important tech job in the future. Not surprisingly, in many countries, coding has even been added to the primary school curriculum.

Content creators

Over the past few years, the demand for content creators – those creating content for digital channels – has increased dramatically. There are a lot of job opportunities for content creators in different industries such as media, IT, fashion, pop music, travel and food services. Companies need to communicate with their customers, so they will always need talented content creators to help them. As a result, content creation will continue to grow and will still be a career in the future.

Data protection jobs

Personal data should only be collected and used for specific purposes. However, personal data can also be misused or used illegally to commit offences. Therefore, the demand for data protection officers, who educate employees about data handling, and data detectives, who examine data and detect issues, will go up. There will be plenty of data privacy jobs for people with the right technical and legal skills.

The above-mentioned jobs are among the many in-demand jobs of the future. If you are really interested in any of them, try to spend some time exploring them, so you can prepare for your future career.

125

1 Read the text and answer the questions.

Which job(s) involve(s) ...

1. stopping or detecting illegal actions?
2. helping businesses to understand their customers better?
3. could that some students can start learning from a young age?

Key: 1. data protection jobs

2. content creators

3. software developers and other coding careers

ACTIVITY 2

Aim: To help Ss relate what they have learnt in the reading text to their own context.

2 Work in pairs. Discuss the following questions.

Which job do you find the most interesting and why? What other jobs do you think will become popular in the future?

- Have Ss recap what they have learnt in **1**.
- Put Ss in pairs to discuss the questions.
- In weaker classes, elicit answers to the second question in a whole-class activity. Alternatively, call out a job and have Ss say if it will become more popular or will be done by robots in the future.
- Invite some pairs to share their answers with the class.

Suggested answer:

We think that the job of a content creator is the most interesting because content creators can work in different types of businesses and connect with different people.

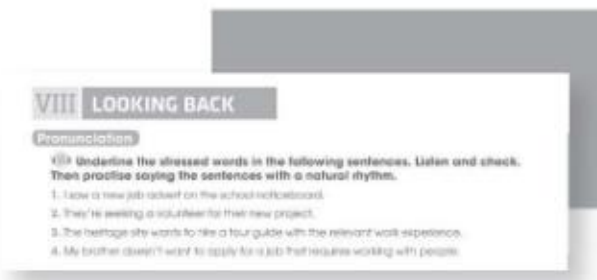
We think traditional jobs such as doctors and teachers will still be very popular in the future. Robots will help with repetitive tasks such as writing reports, but they will never replace doctors and teachers. Teachers will be in demand in the future as more people choose to continue their education, there is a growing emphasis on lifelong learning and the population is growing. An ageing population also means an increased demand for doctors.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

PRONUNCIATION

Aim: To help Ss review sentence stress and rhythm.


VIII LOOKING BACK

Pronunciation

Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm.

1. I saw a new job advert on the school noticeboard.
2. They're seeking a volunteer for their new project.
3. The heritage site wants to hire a tour guide with the relevant work experience.
4. My brother doesn't want to apply for a job that requires working with people.

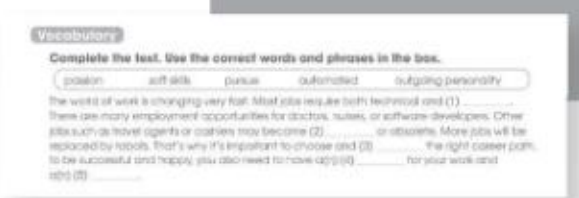
- Ask Ss to read the sentences and check understanding.
- Have them underline the stressed words in the sentences.
- Ask Ss to compare their answers in pairs.
- Confirm the correct answers as a class.
- Have Ss practise saying the sentences in pairs. Praise for the correct use of sentence stress and natural rhythm.

Key + Audio script – Track 74:

1. I saw a new job advert on the school noticeboard.
2. They're seeking a volunteer for their new project.
3. The heritage site wants to hire a tour guide with the relevant work experience.
4. My brother doesn't want to apply for a job that requires working with people.

VOCABULARY

Aim: To help Ss review words and phrases they have learnt in the unit.


Vocabulary

Complete the text. Use the correct words and phrases in the box.

passion | soft skills | pursue | automated | outgoing personality

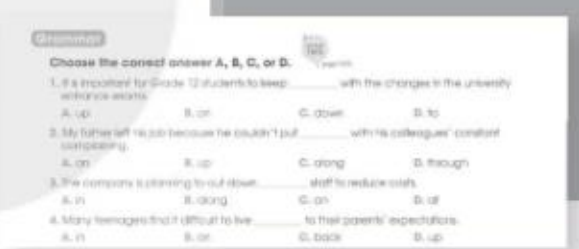
The world of work is changing very fast. Most jobs require both technical and (1) _____. There are many employment opportunities for doctors, nurses, or software developers. Other jobs such as travel agents or cashiers may become (2) _____ or obsolete. More jobs will be replaced by robots. That's why it's important to choose and (3) _____ the right career path. To be successful and happy, you also need to have a(n) (4) _____ for your work and a(n) (5) _____.

- Have Ss read the text, and the words and phrases in the box. Tell Ss that the words and phrases have been taught and used throughout the unit.
- Ask Ss to focus their attention on the gaps in the text, study the context clues and decide on the correct word or phrase for each gap.
- Have Ss compare their answers in pairs or groups.
- Check answers as a class by asking individual Ss to read the text.

Key: 1. soft skills 2. automated 3. pursue
4. passion 5. outgoing personality

GRAMMAR

Aim: To help Ss review the use of three-word phrasal verbs.


Grammar

Choose the correct answer A, B, C, or D.

1. It is important for Grade 12 students to keep _____ with the changes in the university entrance exams.
A. up B. on C. down D. to

2. My father left his job because he couldn't put _____ with his colleagues' constant complaining.
A. on B. up C. along D. through

3. The company is planning to cut down _____ staff to reduce costs.
A. in B. along C. on D. of

4. Many teenagers find it difficult to live _____ to their parents' expectations.
A. in B. on C. back D. up

- Ask Ss to read the incomplete sentences and check understanding. Then explain that they will need to choose the correct adverb or preposition of a three-word phrasal verb to complete each of the sentences.
- Have Ss work individually first. Then ask them to compare their answers in pairs or groups.
- Check answers as a class by asking individual Ss to read a sentence each. If necessary, write each phrasal verb on the board and check if Ss know its meaning.

Key: 1. A 2. B 3. C 4. D

PROJECT

SCHOOL-LEAVERS' CAREER PLANS

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.

PROJECT

School-leavers' career plans

Work in groups. Ask questions to collect information from 8-10 classmates about their career plans.

Report your survey results to the class.

Survey questions

1. What kind of career are you interested in? Why have you chosen it?
2. How does your career choice relate to your interests?
3. What kind of training do you need in order to pursue your chosen career path?
4. What skills do you need to develop to be successful?
5. Is your chosen career in high demand? Will there be many employment opportunities for you (in your area / in the country)?

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results about school-leavers' career plans.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentations.

- Invite groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	**Comments (in English or Vietnamese)**
DELIVERY		
– The presenters greeted the audience.		
– The presenters used appropriate sentence stress and a natural rhythm.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters concluded their talk appropriately.		
CONTENT: *The presentation includes the following information about school-leavers' career plans:*		
– the careers that school-leavers are interested in and the reasons for their choices		
– how the career choices relate to their interests		
– what training they need in order to pursue their career path		
– what skills they need to develop in order to be successful		
– if/whether there will be employment opportunities in their area/Viet Nam		
DESIGN / ORGANISATION		
The presentation is well-organised and visually attractive.		
There are appropriate photos/pictures to illustrate their ideas / survey results.		
There are no spelling or grammar mistakes.		

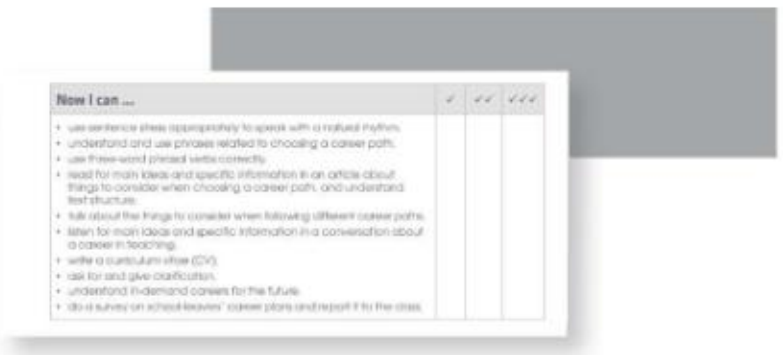
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I used appropriate sentence stress and a natural rhythm.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I concluded my part of the talk appropriately.		
CONTENT: *Our presentation includes the following information about school-leavers' career plans:*		
– the careers that school-leavers are interested in and the reason for their choice		
– how the career choices relate to their interests		
– what training they need in order to pursue their career path		
– what skills they need to develop in order to be successful		
– if/whether there will be employment opportunities in their area/Viet Nam		
DESIGN / ORGANISATION		
The presentation is well-organised and visually attractive.		
There are appropriate photos/pictures to illustrate the ideas / survey results.		
There are no spelling or grammar mistakes.		
Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas to provide further practice later.



Unit
10 LIFELONG LEARNING

OBJECTIVES:

By the end of this unit, students will be able to:

- use appropriate rising and falling intonation in questions;
- understand and use phrases related to lifelong learning;
- use reported speech to report orders, requests, offers, and advice correctly;
- read for main ideas and specific information in a head teacher's message to school-leavers;
- talk about great role models for lifelong learning;
- listen for main ideas and specific information in a talk about the challenges of lifelong learning;
- synthesise and summarise information to write an article about the benefits and challenges of lifelong learning;
- thank and accept thanks;
- learn about one of the oldest university graduates;
- design a leaflet about a lifelong learning habit and present it to the class.

LESSON 1 . GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Divide the class into two teams and the board into two halves. Give a board pen to one of the Ss in each team. Call out the topic of Unit 9 (*Career paths*) and give them two minutes to write as many topic-related words as they can. Explain that each word must be written by a different student and only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's spelling and count how many correct words each team has written.
- To lead into the unit topic, ask Ss questions such as *What do you think lifelong learning involves? Do people around you engage in lifelong learning? How important do you think lifelong learning is? Why/Why not? How do you envision your learning journey?*
- Then ask Ss to open their books at page 128. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

LEARNING FOR LIFE

ACTIVITY 1

Aim: To introduce some vocabulary and the grammar point to be learnt in the unit.

- Focus Ss' attention on the title and heading. Check if Ss understand the meaning of the phrase *lifelong learning*. Have Ss explain it, e.g. *learning that continues through someone's life*.
- Set the context for listening and reading the conversation. Have Ss look at the photo and ask questions about the picture, e.g. *What can you see in the picture?* (an elderly woman working/ reading on her laptop) *Do you think she enjoys the activity?* (Yes, she looks very happy.).
- Encourage Ss to guess the topic of the conversation, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to lifelong learning while they are listening and reading, e.g. *boost my memory, brush up on my French, maintain, stay informed about.*
- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Ask two or three pairs of Ss to read the conversation aloud.

I GETTING STARTED

Learning for life

1 Listen and read.

Mark: Hello, Grandma!

Grandma: Oh hi, Mark. I'm glad you're here! Can you help me increase the font size of this text on my laptop? It's too small for me to read.

Mark: Let me show you ... You need to press these two keys together ... See? It's easy, isn't it?

Grandma: It works! Everything's so easy to read now. Thanks, dear. I still have trouble using the laptop. You know, it's taken me so much time to learn computer skills.

Mark: That's fine, Grandma. My teacher says it's never too late to learn something new, especially new technology, because it's rapidly developing. Grandma, you've typed a lot of text! What are you working on?

Grandma: Well, I'm writing a summary of a book I've read recently. You see, my doctor advised me to read every day to boost my memory. And I want to brush up on my French before I visit my friend in Paris.

Mark: You're amazing, Grandma! Learning languages can improve your thinking skills. Our language teacher has also asked us to try to maintain our language skills after leaving school. Do you know that you can use the Internet to learn a language or watch the news?

Grandma: Really? This could help me stay informed about current events. Can you show me some news sites after I finish my book summary?

Mark: No problem, Grandma. But why do you have to type it?

Grandma: It's for the reading club I've just joined. The club leader encourages us to prepare our book reports and share them with all members in advance.

Mark: Are all club members your age?

Grandma: No, there're some young people as well. Are you interested in joining the next meeting?

Mark: Yes, I'd love to.

Grandma: OK, I'll put your name on the list of attendees then.

Audio script – Track 75:

Mark: Hello, Grandma!

Grandma: Oh hi, Mark. I'm glad you're here! Can you help me increase the font size of this text on my laptop? It's too small for me to read.

Mark: Let me show you ... You need to press these two keys together … See? It's easy, isn't it?

Grandma: It works! Everything's so easy to read now. Thanks, dear. I still have trouble using the laptop. You know, it's taken me so much time to learn computer skills.

Mark: That's fine, Grandma. My teacher says it's never too late to learn something new, especially new technology, because it's rapidly developing. Grandma, you've typed a lot of text! What are you working on?

Grandma: Well, I'm writing a summary of a book I've read recently. You see, my doctor advised me to read every day to boost my memory. And I want to brush up on my French before I visit my friend in Paris.

Mark: You're amazing, Grandma! Learning languages can improve your thinking skills. Our language teacher has also asked us to try to maintain our language skills after leaving school. Do you know that you can use the Internet to learn a language or watch the news?

Grandma: Really? This could help me stay informed about current events. Can you show me some news sites after I finish my book summary?

Mark: No problem, Grandma. But why do you have to type it?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Grandma: It's for the reading club I've just joined. The club leader encourages us to prepare our book reports and share them with all members in advance.
Mark: Are all club members your age?
Grandma: No, there're some young people as well. Are you interested in joining the next meeting?
Mark: Yes, I'd love to.
Grandma: OK, I'll put your name on the list of attendees then.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the keywords and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F).
- Have Ss share their answers with the class.
- Confirm the correct answers.

Key: 1. F 2. T 3. F 4. T

Extension: Call out sentences from the conversation or other statements related to it, but make mistakes, e. g. *Mark's grandma wants to reduce the text size on her laptop*. Have Ss stand up when they hear a false statement and say *No!* Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the false statements.

2 **Read the conversation again. Decide whether the following statements are true (T) or false (F).**

	T	F
1. Mark's grandma is very good at using technology.		
2. Mark's grandma is working on a book summary for her reading club.		
3. After typing up her book report, Mark's grandma will learn how to make the text size bigger on her laptop.		
4. Mark wants to attend the next meeting of his grandma's reading club.		

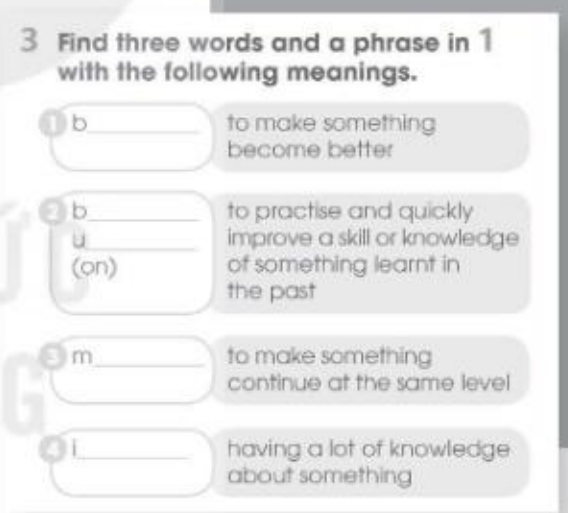
ACTIVITY 3

Aim: To introduce some words and a phrase related to lifelong learning.

- Ask Ss to read the definitions, then scan the conversation looking for some words or a phrase starting with the given letters and matching the meanings.
- Elicit from Ss the parts of speech they are looking for in the conversation, i.e. verb forms.
- Have Ss compare their answers in pairs.
- Confirm the correct answers.

Key: 1. boost 2. brush up 3. maintain 4. informed

Extension: Put Ss in pairs and have them come up with synonyms and antonyms of each item, e.g. *boost: improve, increase, encourage, promote* (synonyms); *decline, decrease, worsen* (antonyms). Ask Ss to make sentences with them to check understanding.


3 **Find three words and a phrase in 1 with the following meanings.**

1. b_____ — to make something become better
2. b_____ u_____ (on) — to practise and quickly improve a skill or knowledge of something learnt in the past
3. m_____ — to make something continue at the same level
4. i_____ — having a lot of knowledge about something

ACTIVITY 4

Aim: To help Ss identify reported speech for orders, requests, offers, and advice.

- Ask Ss to read the sentence parts and check understanding. Focus on the verbs in the first parts and elicit that these are reporting verbs used in reported speech.
- Have Ss work individually. Encourage them to try to do the matching without referring to the conversation. Then ask them to try to find the sentences in the conversation.

4 **Match the beginnings with the endings to make complete sentences.**

1. The doctor of Mark's grandma advised her	a. to put his name on the list of attendees.
2. Mark's language teacher has asked him	b. to read every day to boost her memory.
3. The club leader encourages members	c. to try to maintain his language skills after leaving school.
4. Mark's grandma offered	d. to prepare their book reports in advance.

- Tell Ss that Sentence 4 has been changed from direct speech in the conversation to reported speech using a different reporting verb, i.e. *I'll put your name on the list of attendees then.* → *offered.*
- Check answers as a class. First read the beginnings, then call on individual Ss to read the endings of the sentences.
- Tell Ss that they will learn more about the grammar point in the following lesson.

Key: 1. b 2. c 3. d 4. a

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 10, the **Project** section, and look at the title of the project *(A leaflet about a lifelong learning habit)*.
- Explain the project requirements: Ss will have to do some research on lifelong learning habits such as reading, self-education, time management, taking courses, or having a variety of hobbies. Then Ss need to choose one lifelong learning habit, design a leaflet about it and present it to the class. Tell Ss that they will need to display their leaflets in the classroom in advance. One representative from each group will stand next to it. The rest will walk around, look at the leaflets and talk to the representatives if they want to learn more about them. Then Ss will go back to their seats and vote for the best leaflet.
- Suggest some steps Ss can follow: 1) Collecting information and visuals by searching the Internet, brainstorming ideas, interviewing people with lifelong learning habits, etc.; 2) Organising the ideas and visuals, and writing and designing the leaflet; 3) Practising presenting the leaflet and answering questions about it.
- Put Ss in groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 2. LANGUAGE

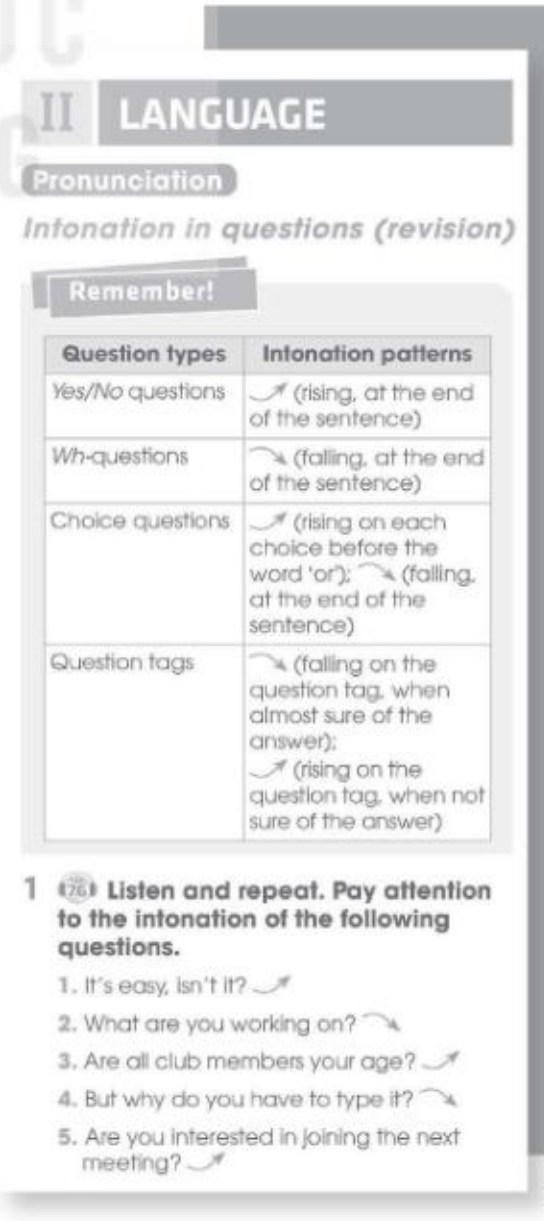
PRONUNCIATION

INTONATION IN QUESTIONS (REVISION)

ACTIVITY 1

Aim: To help Ss recognise and practise intonation in different types of questions.

- Ask Ss to do some quick revision by reading through the intonation patterns in the **Remember!** box.
- Play the recording for Ss to listen and repeat the questions. Ask Ss to pay attention to the intonation of each one.
- Put Ss in pairs and have them practise saying the questions using appropriate intonation.
- Call out different types of questions and have Ss repeat.



II LANGUAGE

Pronunciation

Intonation in questions (revision)

Remember!

Question types	Intonation patterns
Yes/No questions	↗ (rising, at the end of the sentence)
Wh-questions	↘ (falling, at the end of the sentence)
Choice questions	↗ (rising on each choice before the word 'or'); ↘ (falling, at the end of the sentence)
Question tags	↘ (falling on the question tag, when almost sure of the answer); ↗ (rising on the question tag, when not sure of the answer)

1 **Listen and repeat. Pay attention to the intonation of the following questions.**

1. It's easy, isn't it? ↗
2. What are you working on? ↘
3. Are all club members your age? ↗
4. But why do you have to type it? ↘
5. Are you interested in joining the next meeting? ↗

Audio script – Track 76:

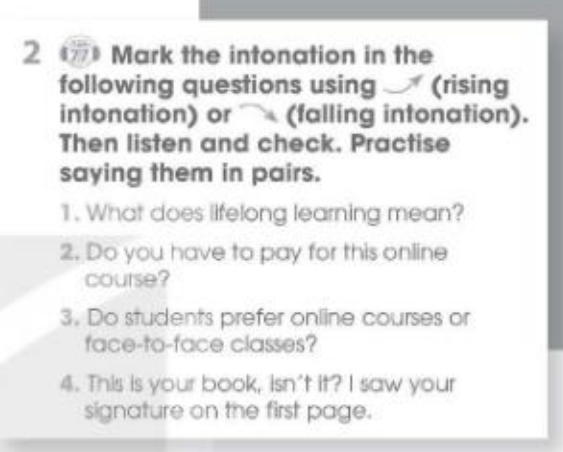
1. It's easy, isn't it? ↗
2. What are you working on? ↘
3. Are all club members your age? ↗
4. But why do you have to type it? ↘
5. Are you interested in joining the next meeting? ↗

Extension: Prepare a list of questions. Make sure that your list covers all four question types and the intonation patterns. Say a question with the correct intonation, e.g. *Do you consider yourself a lifelong learner?* ↗, and have Ss repeat and call out the question type and intonation pattern, e.g. *Yes/No question, rising intonation*.

ACTIVITY 2

Aim: To help Ss recognise and practise intonation in different types of questions.

- Ask Ss to read the questions and check understanding.
- Have them mark the intonation patterns.
- Play the recording, pausing after each question for Ss to repeat and check their answers.
- Confirm answers as a class. Explain that the intonation in Sentence 4 is falling because the speaker is almost sure of the answer.
- Put Ss into pairs and have them practise saying these questions. Walk round the class, praising pairs for good effort and saying the questions with correct intonation.



2 (177) **Mark the intonation in the following questions using ↗ (rising intonation) or ↘ (falling intonation). Then listen and check. Practise saying them in pairs.**

1. What does lifelong learning mean?
2. Do you have to pay for this online course?
3. Do students prefer online courses or face-to-face classes?
4. This is your book, isn't it? I saw your signature on the first page.

Key + Audio script – Track 77:

1. What does lifelong learning mean? ↘
2. Do you have to pay for this online course? ↗
3. Do students prefer online courses ↗ or face-to-face classes ↘?
4. This is your book, isn't it? ↘ I saw your signature on the first page.

Extension: Put Ss in groups. Have Ss write a sentence in each category on a different piece of paper. Ask Ss to place the pieces of paper on a table in front of the class. Invite individual Ss to come to the table, pick a question and read it using appropriate intonation. Have the rest of the class decide if his/her intonation is correct.

VOCABULARY

LIFELONG LEARNING JOURNEY

ACTIVITY 1

Aim: To introduce words and phrases related to lifelong learning.

- Tell Ss that the meaning of each compound word or phrase is explained next to the second part of the word or phrase.
- Ask Ss to read the definitions and check understanding.
- Have Ss do the matching individually.
- Have Ss compare their answers in pairs.

Vocabulary

Lifelong learning journey

1 **Match 1 to 5 with a to e to make words and phrases with the meanings below.**

1 night	a -rounded: having a variety of experiences and a range of skills and interests
2 distance	b education: education for adults that is available outside schools and universities
3 well	c school: classes for adults, held in the evening
4 learning	d learning: a method of education in which people study at home and send their work to their teachers
5 adult	e community: a group of learners who share learning goals and often connect with one another

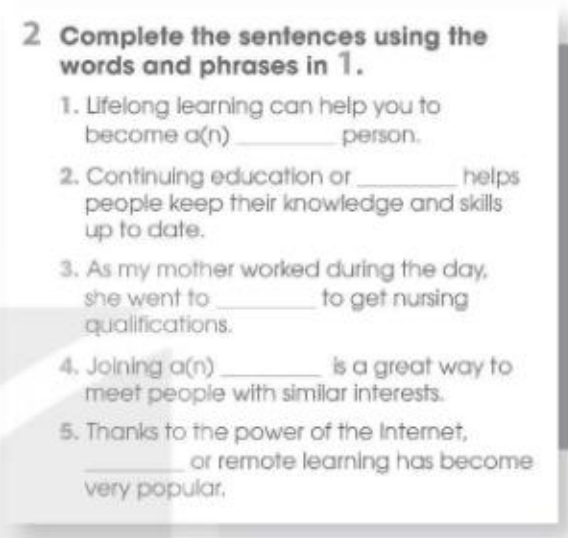
- Check answers as a class. Call on one student to read an item aloud and another student to read its definition.

Key: 1. c (night school) 2. d (distance learning)
3. a (well-rounded) 4. e (learning community)
5. b (adult education)

Extension: Put Ss in pairs and have them come up with synonyms of the five items, e.g. *night school: night classes, evening classes, community college, continuing education.* Give pairs a time limit. When the time is up, have pairs read their lists of synonyms. Praise pairs with the highest number of correct words.

ACTIVITY 2

Aim: To help Ss practise using the words and phrases in **1** in meaningful contexts.


2 **Complete the sentences using the words and phrases in 1.**

1. Lifelong learning can help you to become a(n) _____ person.
2. Continuing education or _____ helps people keep their knowledge and skills up to date.
3. As my mother worked during the day, she went to _____ to get nursing qualifications.
4. Joining a(n) _____ is a great way to meet people with similar interests.
5. Thanks to the power of the Internet, _____ or remote learning has become very popular.

- Have Ss work in pairs. Tell them to read the sentences and decide which item in **1** can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. *In Sentence 1, the indefinite article 'a(n)' before the blank and the noun following it give us the hint that we will need an adjective, i.e. 'well-rounded'.*
- Check answers as a class. Have individual Ss call out the phrase they have used in each sentence.
- Confirm the correct answers. Ask Ss to explain what context clues they have used, e.g. *In Sentence 2, the conjunction 'or' gives us the hint that we need a phrase meaning the same as 'continuing education', i.e. 'adult education'.*
- Ask individual Ss to read the completed sentences.

Key: 1. well-rounded 2. adult education 3. night school
4. learning community 5. distance learning

Extension: In stronger classes, have Ss play a game. Put them into groups and have each group create a short meaningful text using the five words in **1**. They can do that orally or in written form. Give groups a time limit of three minutes. The group with a coherent text and grammatically correct sentences is the winner.

GRAMMAR

REPORTED SPEECH: REPORTING *ORDERS, REQUESTS, OFFERS*, AND *ADVICE*

Grammar

Reported speech: reporting orders, requests, offers, and advice

Remember!

- When we report orders, requests, offers, and advice, we can use a to-infinitive clause after the reporting verb. Reporting verbs include *ask, tell, advise, command, order, instruct, invite, encourage, persuade, remind, warn*, etc. Some verbs are followed by an object + to-infinitive clause.
- The verbs ***say*** and ***tell*** are the most common verbs in direct speech, but depending on the context and meaning, we can use different reporting verbs.

Examples:

Direct speech	Reported speech
'Sit down and stop interrupting the talk!' the club leader said/told Mark.	The club leader **told/ordered Mark to sit down and stop** interrupting the talk.
'Could you show me how to register for the course?' I asked my teacher.	I **asked my teacher to show** me how to register for the course.
'You should take up a sport to keep fit,' my fitness instructor said.	My fitness instructor **advised me to take up** a sport to keep fit.

- Some verbs, such as *offer, propose, agree,* and *demand*, can't be followed by an object before the to-infinitive clause.

Examples:

Direct speech	Reported speech
'I'll pay for your driving lessons,' my brother said.	My brother **offered to pay** for my driving lessons.
'OK, Mia, we'll pay for the online course,' Mia's parents said.	Mia's parents **agreed to pay** for the online course.

- Negative orders, requests, etc. are usually reported by *not* + to-infinitive.

Examples:

Direct speech	Reported speech
'Don't stay out late, Mark,' his mother said.	Mark's mother **told/warned him not to stay out** late.

1 **Rewrite the sentences in reported speech, using the correct forms of the verbs in the box.**

ask offer tell advise

1. 'Find more information about the course you want to apply,' my mother told me.
→ My mother _____
2. 'Can you send me the list of available online courses?' my friend asked.
→ My friend _____
3. 'I'll teach you how to use mobile applications,' my brother said.
→ My brother _____
4. 'You shouldn't waste so much time on social media,' the head teacher said.
→ The head teacher _____

ACTIVITY 1

Aim: To help Ss recognise and practise reporting orders, requests, offers, and advice.

- Ask Ss to look at the **Remember!** box and read the explanation and examples of reported orders, requests, offers, and advice. Check understanding by asking questions, e.g. *What kind of clause do we usually use after a reporting verb?* (*to*-infinitive clause) *Which are the two most common verbs in direct speech?* ('*say*' and '*tell*')
- Ask Ss to read the sentences in **1** and check understanding. In weaker classes, do the first one as an example.

- Tell Ss to work in pairs or individually to complete the activity.
- Check answers as a class. Have Ss read out each of the completed sentences.

Key:

1. My mother told me to find more information about the course I wanted to apply.
2. My friend asked me to send him/her the list of available online courses.
3. My brother offered to teach me how to use mobile applications.
4. The head teacher advised us not to waste so much time on social media.

Extension: Put Ss in pairs. Ask them to read the conversation in **Getting Started**, and re-tell it using reported speech. One student should report Mark's lines, while the other should report his grandma's lines. If necessary, revise reporting statements and questions. Invite a pair to re-tell the conversation in front of the class, e.g. *Mark said hello to his grandma. His grandma told him she was glad he was there. She asked him to help her increase the font size of the text on her laptop.*

ACTIVITY 2

Aim: To help Ss practise reporting orders, requests, offers, and advice in a speaking activity.

2. Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice.

Example:

My parents asked me to read for an hour every day. They also advised me to join the school English club to improve my English. They encouraged me to start a learning journal. They told me to write down my thoughts about what I am studying in the journal.

- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do.
- In weaker classes, have Ss list some daily learning activities, e.g. *read for 30 minutes every day, learn a foreign language, take up a new sport, learn a new skill*. Write them on the board as prompts.
- Put Ss in pairs and have them take turns telling their partners how their parents or teachers encourage them to learn.
- Invite some Ss to talk in front of the class. Praise Ss who use reported speech correctly.

Suggested answer:

My brother **encouraged me to take up** a sport. He **asked me to join** his football team. My sister **invited me to attend** her school's English-speaking days so I can practise my English. My father **told me to read** the newspapers every day to stay informed about current events. My mother **persuaded me to start** borrowing books from the local library.

LESSON 3. READING

HEAD TEACHER'S MESSAGE TO SCHOOL-LEAVERS

ACTIVITY 1. Pre-reading

Aim: To activate Ss' prior knowledge about the topic and get Ss involved in the lesson.

III READING

Head teacher's message to school-leavers

1 Work in pairs. Discuss the following questions.

1. Have you ever thought of continuing learning after finishing your secondary education?
2. If yes, how will you continue your learning?

- Ask Ss to look at the questions and check understanding.
- Put Ss in pairs and have them discuss the questions.
- Invite some pairs to share their answers with the class.

Suggested answers:

1. Yes, I have. Although I may not go to university right after leaving school, it doesn't mean that I will stop learning. I think there are lots of things for me to learn. I want to learn different life skills, such as cooking, driving or keeping a budget. I also want to learn how to play a musical instrument, for example, the guitar or the piano. In addition, I'm interested in sports so I would probably take up tennis, basketball or another sport.

2. I think in order to learn certain skills such as driving or playing a musical instrument, I will need to register for courses and attend classes. But there are also skills like cooking and keeping a budget that I think I can learn from books or free online videos.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meaning of words from context.

- Have Ss read the text to get an overall idea.
- Then have Ss focus attention on the highlighted words, looking for context clues they can use to guess their meaning, e.g. *The word 'wonder' is used to introduce the direct question 'Haven't we learnt enough in secondary school?', therefore, option A is the best answer.*
- Tell Ss to work in groups to discuss the clues and compare answers.
- Check answers as a class.

Key: 1. A 2. B 3. A 4. B 5. B

Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, and have Ss check them up in a dictionary and write short definitions on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for main ideas and specific information.

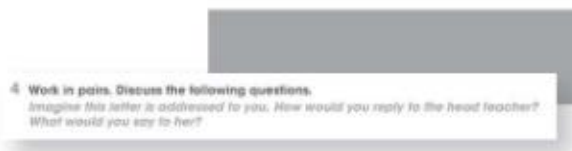
- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.
- Tell Ss to look through the first question and the four choices, and check understanding. Remind Ss that the correct answer should best summarise the main idea of the whole letter. Tell Ss to watch out for distractors, especially choices that are 'irrelevant', i.e not mentioned in the text, 'incorrect', i.e. not true according to the text, or 'too narrow', i.e. only representing part of the text.
- Focus Ss' attention on questions 2, 3 and 5, and the negative word NOT. Remind them to first try to eliminate the answer choices containing information mentioned in the text.
- Check answers as a class. In stronger classes, ask Ss to explain their choices.

Key: 1. B 2. D 3. B 4. A 5. C

Extension: Put Ss in pairs and have each pair come up with their own multiple-choice question based on the text. Ask them to write the questions on pieces of paper and collect them. Then invite each pair to read their question while the rest of the class identify the correct answer choice.

ACTIVITY 4. Post-reading

Aim: To help Ss personalise the language and ideas in the reading.



- Ask Ss to read the questions and check understanding.

- Have Ss work in pairs to discuss their questions.
- Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their answers with the whole class. Praise for interesting ideas and fluent delivery.

Suggested answer:

If I received such an inspirational letter, I would feel very motivated to continue my learning journey after leaving school. I believe such a letter would help me work harder and achieve my goals. I would also say thank you to her for her encouragement. I may also ask for more specific guidelines that may help me define my learning goals better.

LESSON 4. SPEAKING

GREAT ROLE MODELS FOR LIFELONG LEARNING

Learning outcome: By the end of the lesson, Ss will be able to talk about two role models for lifelong learning.

ACTIVITY 1

Aim: To provide information and language input for the main speaking task.

- Ask Ss to look at the photos and tell you who the two people are and what they know about them. Have Ss think about any similarities between the two.
- Put Ss in pairs, and assign them the roles of Student A and Student B.
- Ask Ss to read the information on their cards. Ask them to use the glossary if they do not know any of the words on the cards.
- In weaker classes, explain any phrases Ss may find hard to understand, e.g. *doing traditional martial arts, won a Nobel Prize.*
- In stronger classes, encourage Ss to guess the missing information without looking at their partner's card.

IV SPEAKING

Great role models for lifelong learning

1 Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho below. B reads the information card about Marie Curie (next page).

Student A's card

Uncle Ho as a lifelong learner
- Managed to learn every day throughout his life (e.g. by reading and writing until midnight after a working day)
- Learnt to speak French, English, Chinese, Russian, German, and Russian (mainly through self-study; had an effective way to learn new words: writing them on pieces of paper on his arms and reading them throughout the day)
- Kept fit and healthy (e.g. by doing exercise every day, doing traditional martial arts, and enjoying physical activities)

Marie Curie as a lifelong learner
- Managed to go to university
- Spent a lot of time studying
- Won prizes

Student B's card

Marie Curie as a lifelong learner
- Managed to go to university (because there were no universities accepting women in her country, Poland; she moved to France and studied physics and maths at Sorbonne University)
- Spent a lot of time studying (e.g. studied on her own while working as a governess & tutor; borrowed books from the library; registered for many different courses at university)
- Won prizes (was the first woman to win a Nobel Prize, and the only woman to win a Nobel Prize twice; won a Nobel Prize in Physics in 1903 and another Nobel Prize in Chemistry in 1911)

Uncle Ho as a lifelong learner
- Managed to learn every day throughout his life
- Learnt to speak
- Kept fit and healthy

2 A talks about Uncle Ho as a lifelong learner. B listens and completes the notes above. Then compare your notes.

Example:

Uncle Ho is a great role model for lifelong learning. He managed to learn every day throughout his life. He often learnt by reading and writing until midnight after a working day. ...

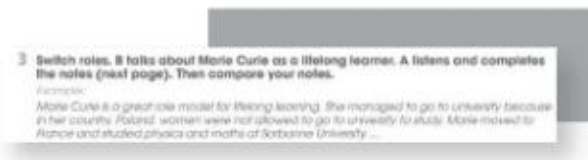
ACTIVITY 2

Aim: To help Ss practise talking about, listening to, and taking notes about the life of a famous person in an information gap activity.

- Ask Ss to work in their pairs of Student A and Student B.
- Ask Ss to read the example and check understanding.
- Give Students A a few minutes to prepare their talk. In stronger classes, encourage Ss to use different sentence structures to re-tell and paraphrase the information on their cards.
- Have Students B listen and complete their cards, then compare their notes to the information on Students A's cards.
- Help Ss correct any inaccurate information if necessary.

ACTIVITY 3

Aim: To help Ss practise talking about, listening to, and taking notes about the life of a famous person in an information gap activity.


3 Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes (next page). Then compare your notes.

Example:

Marie Curie is a great role model for lifelong learning. She managed to go to university because in her country, Poland, women were not allowed to go to university to study. Marie moved to France and studied physics and maths at Sorbonne University ...

- Have Ss continue working in their pairs of Student A and Student B.
- Ask Ss to read the example and check understanding.
- Give Students B a few minutes to prepare their talk. In stronger classes, encourage Ss to use different sentence structures to re-tell and paraphrase the information on their cards.
- Have Students A listen and complete their cards, then compare their notes to the information on Students B's cards.
- Help Ss correct any inaccurate information if necessary.

  Extension: Ask Ss to add other facts they know about the two famous people or express opinions about them. In weaker classes, do this as a whole class brainstorming activity. In stronger classes, have Ss discuss and come up with the information or ideas in pairs.

ACTIVITY 4

Aim: To give Ss an opportunity to deliver a talk about a role model for lifelong learning.

4 Use the notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.

- Put Ss in groups, making sure that each group includes either Students A or Students B.
- Ask groups to use the notes they have just completed to prepare a talk about Uncle Ho or Marie Curie. In stronger classes, encourage Ss to add any additional information about the two famous people in their talk.
- Walk round the class and offer help if necessary.
- Invite some groups to give their talk in front of the whole class. Praise Ss for good effort, pronunciation, and fluent delivery.

Suggested answers:

Uncle Ho as a lifelong learner

Today, I would like to talk about Uncle Ho as a great role model for lifelong learning. Throughout his life, he managed to learn something every day. After a working day, Uncle Ho often spent time reading or writing until midnight.

He could also speak a lot of foreign languages such as French, English, Chinese, Italian, German, and Russian. He learnt to use these languages mainly through self-study. Uncle Ho had an effective way to learn new words. He wrote them on his arms and revised them throughout the day. Uncle Ho also regularly exercised and enjoyed sport. He kept fit and healthy by exercising every day and doing traditional martial arts. Uncle Ho set a very good example as a lifelong learner.

I really admire his spirit and desire for lifelong learning and improvement. I think I will try to learn another foreign language and do regular exercise to keep fit and healthy.

Marie Curie as a lifelong learner

Today, I would like to talk about Marie Curie as a great role model for lifelong learning, especially for women. When Marie Curie was young, women in her country, Poland, weren't allowed to go to university. She moved to France and managed to study at the Sorbonne, which is one of the top universities in the world.

Marie Curie spent a lot of time studying. She read a lot of books from the library, and registered for many different courses at the university. She won two Nobel prizes. She won a Nobel Prize in Physics in 1903 and another Nobel Prize in Chemistry in 1911. I believe that she achieved this success thanks to her hard work and lifelong learning.

I really admire Marie Curie for her achievements in science. She overcame many obstacles in her life to continue her studies and become the first female professor at the Sorbonne.

LESSON 5. LISTENING

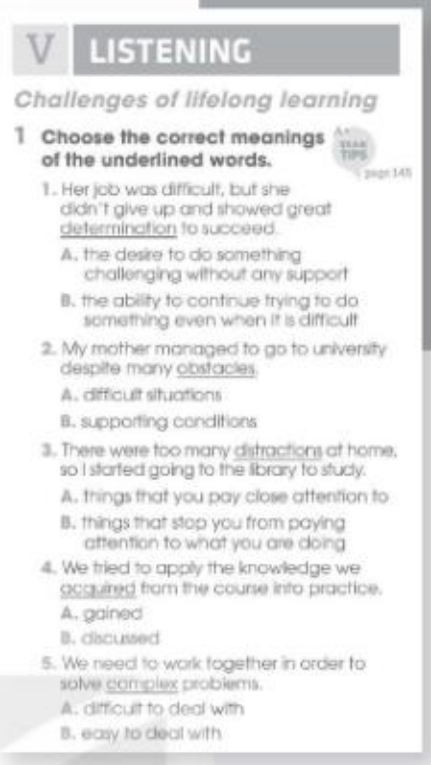
CHALLENGES OF LIFELONG LEARNING

ACTIVITY 1. Pre-listening

Aim: To introduce words and phrases to help Ss understand the listening and get Ss involved in the lesson.

- Write *Lifelong learning* on the board and elicit from Ss what they have learnt about the topic so far, e.g. read books, learn new skills, have hobbies, do physical exercise, boost your memory.
- Tell Ss that they will now learn about some of the challenges of lifelong learning.
- Ask Ss to read the sentences and answer choices, and check understanding.
- Tell Ss to use the context clues when deciding on the answers, *e.g. In Sentence 1, the words 'difficult' and 'succeed', and the phrase 'didn't give up' give us the hint that the answer is B.*
- Have Ss compare their answers in pairs.
- Confirm the correct answers as a class.

Key: 1. B 2. A 3. B 4. A 5. A



V LISTENING

Challenges of lifelong learning

1 **Choose the correct meanings of the underlined words.**

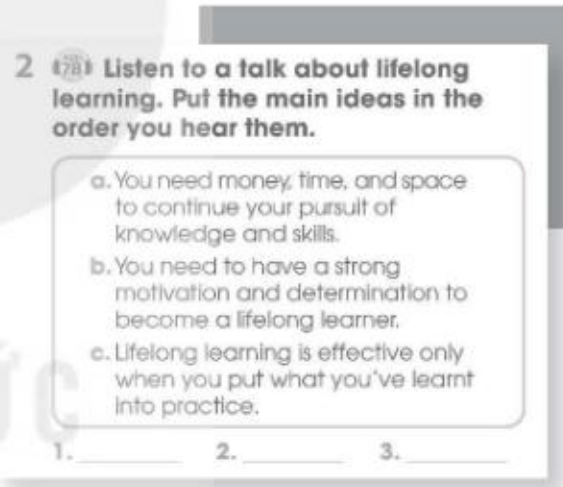
1. Her job was difficult, but she didn't give up and showed great determination to succeed.
   A. the desire to do something challenging without any support
   B. the ability to continue trying to do something even when it is difficult
2. My mother managed to go to university despite many obstacles.
   A. difficult situations
   B. supporting conditions
3. There were too many distractions at home, so I started going to the library to study.
   A. things that you pay close attention to
   B. things that stop you from paying attention to what you are doing
4. We tried to apply the knowledge we acquired from the course into practice.
   A. gained
   B. discussed
5. We need to work together in order to solve complex problems.
   A. difficult to deal with
   B. easy to deal with

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for main ideas.

- Ask Ss to read the three sentences and check understanding.
- Have Ss also underline the keywords in each sentence and encourage them to try to listen for these keywords, e.g. a. *need money, time and space*; b. *strong motivation, determination*; c. *effective, put … into practice*.
- Play the recording and have Ss listen and put the ideas in order. Play again if necessary.
- Ask Ss to compare their answers in pairs.
- Check answers as a class.

Key: 1. b 2. c 3. a



2 **Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.**

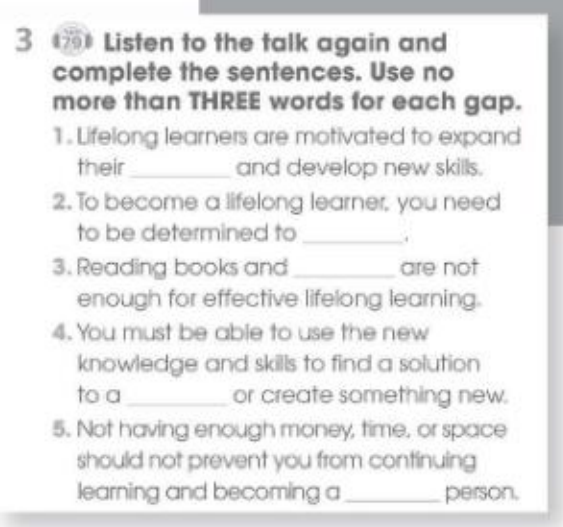
a. You need money, time, and space to continue your pursuit of knowledge and skills.
b. You need to have a strong motivation and determination to become a lifelong learner.
c. Lifelong learning is effective only when you put what you've learnt into practice.

1. _____ 2. _____ 3. _____

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Have Ss read through the five incomplete sentences, and check understanding.
- Ask Ss to guess the part of speech they need for each blank, i.e. nouns, adjectives or verb phrases. In stronger classes, have Ss complete the sentences based on what they can remember from the first listening.
- Play the recording again. Ask Ss to listen, take notes, then complete the sentences.
- Have Ss compare their answers in pairs.
- Check answers as a class and confirm the correct ones. Play the recording again, pausing at the places where Ss can hear the correct answers.



3 **Listen to the talk again and complete the sentences. Use no more than THREE words for each gap.**

1. Lifelong learners are motivated to expand their _____ and develop new skills.
2. To become a lifelong learner, you need to be determined to _____.
3. Reading books and _____ are not enough for effective lifelong learning.
4. You must be able to use the new knowledge and skills to find a solution to a _____ or create something new.
5. Not having enough money, time, or space should not prevent you from continuing learning and becoming a _____ person.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key: 1. knowledge 2. achieve your goals 3. collecting information
4. complex problem 5. well-rounded

Extension: Put Ss in groups. Have them discuss the five statements and say if they agree or disagree with each one and why, e.g. *I agree with the first statement. You need to be motivated to continue learning. Most people stop learning after they finish school because they lack motivation.*

Audio script – Tracks 78 + 79:

Good morning, everybody.

In my previous talk, I discussed the benefits of being a lifelong learner. Today, I'll talk about some of the challenges of lifelong learning.

First, we all agree that lifelong learning is not easy. You need to have a strong motivation to expand your knowledge, develop new skills and discover new things. Lifelong learners feel positive about learning and their ability to learn. They don't give up easily and believe they can succeed in new situations. Lifelong learning also requires strong determination and hard work. You need to be determined to achieve your goals regardless of the obstacles you may face. Stay focused on your learning tasks and try to avoid distractions.

Second, lifelong learning can be challenging because it's not just about reading books and collecting information. You must develop the ability to put the information you acquired into practice. Will you be able to apply the new knowledge and skills to various situations? Will you be able to use them to solve a complex problem or design a new product? Turning knowledge and skills into action is the key to effective lifelong learning.

Finally, you may not have enough money, time or space to learn. Adult education courses can be expensive especially those offered by good universities. You may not be able to afford some courses or may not have the time to complete all the assignments. Attending evening classes can affect your family and social life as you may have less time for your family and other social activities.

Despite these challenges, you should never stop learning. I strongly urge you to continue your pursuit of knowledge and become the well-rounded person you'd like to be. So don't be afraid to commit to being a lifelong learner and always look for new ideas, experiences and challenges.

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to use the language and ideas from the listening to express opinions.

4 **Work in groups. Discuss the following question.**

How do you think we can overcome these challenges and become lifelong learners?

- Ask Ss to recap the challenges mentioned in the talk, e.g. *lifelong learning is not easy; it requires strong determination and hard work; you also need to stay focused on your learning and avoid distractions; you need to put your learning into practice to make it effective; you need money, time, and space to continue your pursuit of knowledge and skills.*
- Put Ss in groups to discuss the question. Walk round the class and offer help if necessary.
- In weaker classes, brainstorm some ideas as a class and write them on the board as prompts.
- Encourage Ss to take notes of their ideas.
- Invite some groups to share their ideas with the whole class.

Suggested answer:

The first challenge is to get motivated to continue learning. To do that, we need to remind ourselves of our goals, and the benefits of achieving them. To help maintain motivation, we should always celebrate completing the small goals, not just the big ones. A learning plan of small manageable tasks that suit our family, work and social commitments will also have a positive effect on motivation.

Another challenge is finding a determination to learn or study. To be determined, we need to be deeply committed and avoid distractions. We need to think about our personal values that will give us purpose for staying committed to lifelong learning.

It will also be challenging to apply our new skills and knowledge in our life. That is why we need to focus on practical things to learn, for example, things we can do with our hands or skills that will be useful in our jobs.

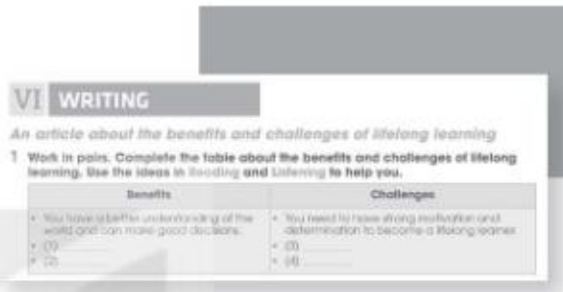
If we face the challenge of not having money, time, or space for learning, then the solution would be to choose free online classes or short courses that can be completed anywhere. There are also many scholarships and grants that are available to young people willing to continue learning.

LESSON 6. WRITING

AN ARTICLE ABOUT THE BENEFITS AND CHALLENGES OF LIFELONG LEARNING

Learning outcome: By the end of the lesson, Ss will be able to write an article about the benefits and challenges of lifelong learning.

ACTIVITY 1


VI WRITING

An article about the benefits and challenges of lifelong learning

1 Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you.

Benefits	Challenges
• You have a better understanding of the world and can make good decisions.	• You need to have strong motivation and determination to become a lifelong learner.
• (2)	• (3)
• (4)	• (5)

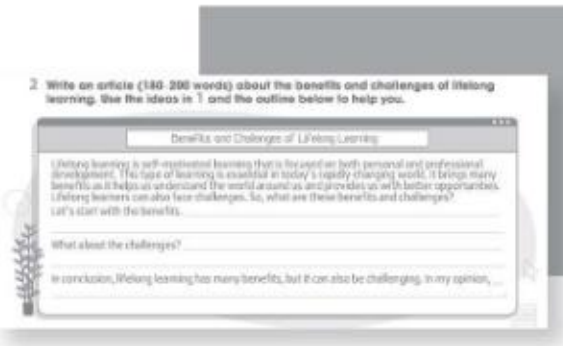
Aim: To help Ss generate ideas for their writing.

- Ask Ss to work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt about in the **Reading** and **Listening** sections.
- Focus Ss' attention on the table. Read the given benefit and challenge of lifelong learning, and check understanding.
- Have Ss discuss and complete the table with other benefits and challenges of lifelong learning.
- Walk round the class and offer help Ss if necessary.
- In weaker classes, provide a list of the benefits and challenges mentioned in the **Reading** and **Listening** sections, and let Ss put them in the correct columns in the table.
- Check answers as a class.

Suggested answers:

1. Lifelong learning/It keeps your brain healthy and improves memory.
2. Lifelong learning/It helps you stay connected with people and current ideas.
3. It can be hard to put what you've learnt into practice.
4. You need money, time, and space to continue your pursuit of knowledge and skills.

ACTIVITY 2


2 Write an article (180–200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.

Benefits and Challenges of Lifelong Learning

Lifelong learning is self-motivated learning that is for use in both personal and professional development. This type of learning is essential in today's rapidly-changing world. It brings many benefits as it helps us understand the world around us and provides us with better opportunities. Lifelong learners can also face challenges. So, what are these benefits and challenges?

Let's start with the benefits. .....

What about the challenges? .....

In conclusion, lifelong learning has many benefits, but it can also be challenging. In my opinion, ...

Aim: To help Ss practise writing an article about the benefits and challenges of lifelong learning.

- Ask Ss to read the given outline and check understanding.
- Have Ss write their articles. Encourage them to use the ideas in **1**. Walk round the class to provide help if necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's structure, vocabulary and grammar. If time allows, encourage Ss to make revisions based on their partner's feedback before they produce a final draft.
- Collect Ss' articles and give face-to-face feedback in private or provide some written feedback in the next lesson.

Suggested answer:

Benefits and challenges of lifelong learning

Lifelong learning is self-motivated learning that is focused on both personal and professional development. This type of learning is essential in today's rapidly changing world. It brings many benefits as it helps us understand the world around us and provides us with better opportunities. Lifelong learners can also face challenges. So, what are these benefits and challenges?

Let's start with the benefits. First, lifelong learning helps you have a better understanding of the world and make good decisions. Second, lifelong learning is good for your brain. When you acquire new knowledge, your brain stays active, thus improving your memory and slowing down memory decline. In addition, lifelong learning helps you stay connected. When you learn, you often connect with other people and modern ideas.

What about the challenges of lifelong learning? First, you need to have strong motivation and determination to become a lifelong learner. In addition, lifelong learning is only effective when you put what you have learnt into practice. And, finally, you need money, time and space to continue your pursuit of knowledge and skills. Many adult learners may not have the time and enough money to attend classes and complete assignments because of family or work commitments. That's why you really need to prepare yourself for all the pressure that lifelong learning may bring to your family, work and social life.

In conclusion, lifelong learning has many benefits, but it can also be challenging. However, in my opinion, despite all the drawbacks, we should try to overcome the challenges and never stop learning.

Extension: In stronger classes, ask Ss to write their personalised lifelong learning plans. Put Ss in groups and have them discuss and write the steps they need to go through, e.g. 1. *Define learning objectives*, 2. *Think about your professional or career goals*, 3. *Choose learning resources and methods*, 4. *Evaluate your learning experience*.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

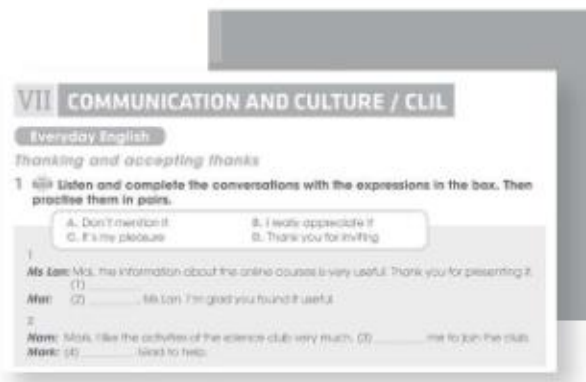
EVERYDAY ENGLISH

THANKING AND ACCEPTING THANKS

ACTIVITY 1

Aims:

- To provide a model conversation in which speakers thank and accept thanks.
- To review expressions for thanking and accepting thanks.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Thanking and accepting thanks

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Don't mention it B. I really appreciate it
C. It's my pleasure D. Thank you for inviting

1

Ms Lan: Mai, the information about the online courses is very useful. Thank you for presenting it.

Mai: (1) ..... Ms Lan. I'm glad you found it useful.

2

Nam: Mark, I like the activities of the science club very much. (2) ..... me to join the club.

Mark: (3) ..... kind to help.

- Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, *e.g. Who are the speakers?* (1. Ms Lan and Mai; 2. Nam and Mark) *What are they talking about?* (1. information about online courses; 2. activities of the science club).
- Have Ss listen and complete the conversations with the expressions in the box.
- Check answers by asking two pairs of Ss to read out the conversations.
- Have Ss underline expressions used to express thanks, e.g. *thank you for presenting…; thank you for inviting …*, and accept thanks, e.g. *Don't mention it …; I'm glad you found it useful.*
- Put Ss in pairs and have them practise the conversations.

Key: 1. B 2. C 3. D 4. A

Audio script – Track 80:

1.

Ms Lan: Mai, the information about the online courses is very useful. Thank you for presenting it. I really appreciate it.

Mai: It's my pleasure, Ms Lan. I'm glad you found it useful.

2.

Nam: Mark, I like the activities of the science club very much. Thank you for inviting me to join the club.

Mark: Don't mention it. Glad to help.

ACTIVITY 2

Aim: To help Ss practise thanking and accepting thanks.

2. **Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.**

1. A attends a cooking class taught by B. A thanks B for teaching her/him to cook a traditional dish. B replies by accepting thanks.
2. A and B are friends. B thanks A for sharing information about an app for learning English. A replies by accepting thanks.

Useful expressions

Thanking		Accepting thanks	
Formal		Formal	
• I can't thank you enough for ...		• You're welcome.	
• I really appreciate it.		• My pleasure.	
Informal		Informal	
• Thank you/Thanks for ...		• No problem.	
• Many thanks!		• Don't mention it.	
• Thanks a million!		• Glad to help.	

- Put Ss in pairs and explain the task: to role-play conversations similar to those in **1**, but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both thank and accept thanks. Encourage them to use words and phrases they have learnt so far in this unit in their conversations.
- Ask Ss to read through the situations, and check understanding. Ask them if they have been in similar situations, i.e. if they had to thank someone or accept someone's thanks.
- Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative.
- Go through the **Useful expressions** in the box and remind them to use them in their conversations.
- Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (instructor / student in a cooking class), what dish or app to talk about. Have Ss practise their conversations in pairs.
- Invite several pairs of Ss to role-play their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for thanking and accepting thanks.

Suggested answers:

1.

A: Mr Wilson, I really enjoyed your cooking class. Thank you so much for teaching me how to cook fish and chips. It's so delicious. I always wanted to learn how to cook traditional British dishes.

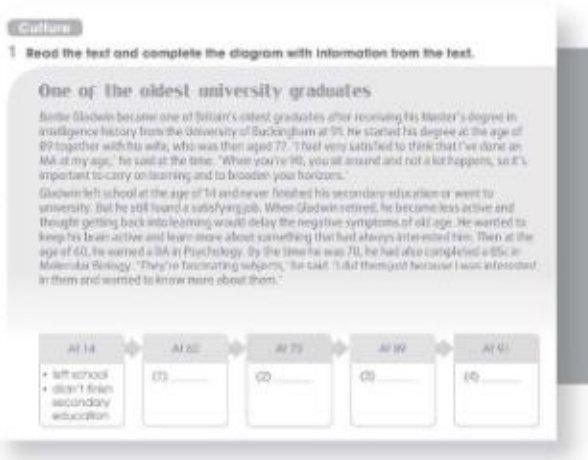
B: It's my pleasure, Mai. I'm glad you enjoyed my cooking class and learnt to cook a new dish.

2.

B: Mark, it was very helpful to learn more about the language learning app. It seems like a very useful app for learning English. Thanks a lot for sharing all the information with me.

A: Don't mention it, Nam. Glad to help.

CULTURE


Culture

1 Read the text and complete the diagram with information from the text.

One of the oldest university graduates

Bertie Gladwin became one of Britain's oldest graduates after receiving his Master's degree in intelligence history from the University of Buckingham at 91. He started his degree at the age of 89 together with his wife, who was then aged 77. "I feel very satisfied to think that I've done an MA at my age," he said at the time. "When you're 90, you sit around and not a lot happens, so it's important to carry on learning and to broaden your horizons."

Gladwin left school at the age of 14 and never finished his secondary education or went to university. But he still found a satisfying job. When Gladwin retired, he became less active and thought getting back into learning would delay the negative symptoms of old age. He wanted to keep his brain active and learn more about something that had always interested him. Then at the age of 60, he earned a BA in Psychology. By the time he was 70, he had also completed a BSc in Molecular Biology. "They're fascinating subjects," he said. "I did them just because I was interested in them and wanted to know more about them."

At 14 | At 60 | At 70 | At 89 | At 91

- left school
- didn't finish secondary education

(1) ..... (2) ..... (3) ..... (4) .....

ACTIVITY 1

Aim: To help Ss learn about one of the oldest university graduates.

- Ask Ss some questions to find out if they know any mature university students, e.g. *Do you know any mature university students? How old were they? What did they study at university?*
- Tell Ss that they will read a text about one of the oldest university graduates. Ask Ss what they want to know about this person, e.g. *How old was this person when he graduated? Why did he study at university at such an old age? How did he feel when he received his degree at such an old age?* Write the questions on the board.
- Put Ss in pairs. Ask them to read the text and complete the diagram. Walk round the class and offer help, explaining unfamiliar words and phrases, e.g. *BA (Bachelor of Arts), BSc (Bachelor of Science), intelligence history, Molecular Biology, broaden your horizons*, or answering questions.
- Check answers as a class by calling on pairs to write them on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key:

1. earned a BA in Psychology
2. completed a BSc in Molecular Biology
3. started his Master's degree
4. received his Master's degree

ACTIVITY 2

Aim: To help Ss relate what they have learnt in the reading text to their own context.

2 Work in groups. Share stories of people you know who keep learning despite their old age.

- Have Ss look back at the diagram in **1** and recap what they have learnt about the elderly university graduate.
- Ask Ss to work in groups to share stories of people they know who keep learning despite their old age.
- Invite several groups to share their stories. Praise for good effort, clear pronunciation, fluent delivery and interesting stories.

Suggested answer:

In our group, we learnt about Tam's grandfather. He retired 10 years ago. After he retired, he had more free time to pursue his interests. He really likes French literature, especially novels, so he registered for a course to brush up on his French. Then he started translating French novels into Vietnamese. He also managed to publish some of them.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

VIII LOOKING BACK

Pronunciation

Mark the intonation in the following questions. Then listen and check. Practise saying them in pairs.

1. When was the last meeting of your reading club?
2. Is lifelong learning important for career development?
3. You don't attend night school classes, do you? I've never seen you before.
4. Is the course held on weekdays or at the weekend?

PRONUNCIATION

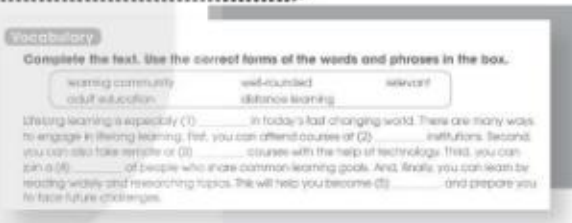
Aim: To help Ss review intonation patterns in questions.

- Call out some questions, and have Ss repeat and tell you the question type and the intonation pattern. In weaker classes, ask Ss to review the explanation and examples in the **Language** section.
- Ask Ss to read the questions and mark their intonation patterns.
- Then play the recording, and have Ss listen and check their answers. Ask Ss to compare answers in pairs.
- Confirm the correct answers.
- Have Ss practise saying the questions in pairs. Praise for correct use of intonation patterns.

Key + Audio script – Track 81:

1. When was the last meeting of your reading club?
2. Is lifelong learning important for career development?
3. You don't attend night school classes, do you? I've never seen you before.
4. Is the course held on weekdays or at the weekend?

VOCABULARY


Vocabulary

Complete the text. Use the correct forms of the words and phrases in the box.

learning community | well-rounded | relevant
adult education | distance learning

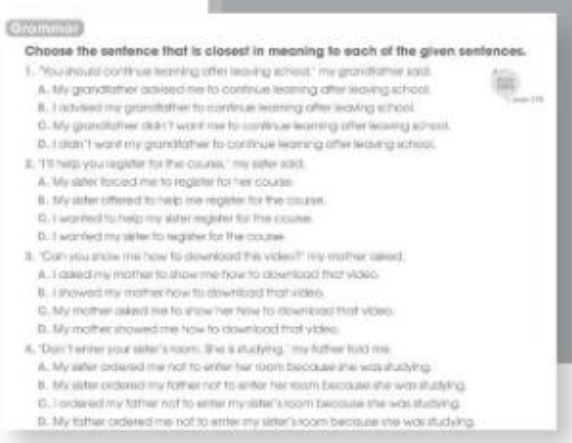
Lifelong learning is especially (1) _____ in today's fast changing world. There are many ways to engage in lifelong learning. First, you can attend courses at (2) _____ institutions. Second, you can also take remote or (3) _____ courses with the help of technology. Third, you can join a (4) _____ of people who share common learning goals. And, finally, you can learn by reading widely and researching topics. This will help you become (5) _____ and prepare you to face future challenges.

Aim: To help Ss review words and phrases they have learnt in the unit.

- Have Ss read the text, and the words and phrases in the box. Check understanding.
- Tell Ss to study the context carefully and decide on the word or phrase to complete each sentence.
- Have Ss compare their answers in pairs or groups.
- Check answers as a class by asking individual Ss to read the text.

Key: 1. relevant 2. adult education 3. distance learning
4. learning community 5. well-rounded

GRAMMAR


Grammar

Choose the sentence that is closest in meaning to each of the given sentences.

1. "You should continue learning after leaving school," my grandfather said.
   A. My grandfather advised me to continue learning after leaving school.
   B. I advised my grandfather to continue learning after leaving school.
   C. My grandfather didn't want me to continue learning after leaving school.
   D. I didn't want my grandfather to continue learning after leaving school.
2. "I'll help you register for the course," my sister said.
   A. My sister forced me to register for her course.
   B. My sister offered to help me register for the course.
   C. I wanted to help my sister register for the course.
   D. I wanted my sister to register for the course.
3. "Can you show me how to download this video?" my mother asked.
   A. I asked my mother to show me how to download that video.
   B. I showed my mother how to download that video.
   C. My mother asked me to show her how to download that video.
   D. My mother showed me how to download that video.
4. "Don't enter your sister's room. She is studying," my father told me.
   A. My sister ordered me not to enter her room because she was studying.
   B. My sister ordered my father not to enter her room because she was studying.
   C. I ordered my father not to enter my sister's room because she was studying.
   D. My father ordered me not to enter my sister's room because she was studying.

Aim: To help Ss review the use of reported speech for orders, advice, offers, and requests.

- Tell Ss that this question type often appears in exams.
- Ask Ss to read the original sentences and the four answer choices of each item. Elicit the grammar structure that is tested in each item, e.g. 1. *reporting advice;* 2. *reporting an offer;* 3. *reporting a request;* 4. *reporting an order.*
- Remind Ss to eliminate the options that are grammatically incorrect.
- Ask Ss to choose the sentence that doesn't change the meaning of the original sentence.
- Have Ss compare their answers in pairs.
- Confirm the correct answers.

Key: 1. A 2. B 3. C 4. D

PROJECT

A LEAFLET ABOUT A LIFELONG LEARNING HABIT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a leaflet about a lifelong learning habit.
- Have Ss work in their groups. Give them a few minutes to display their leaflets around the classroom. Organise an exhibition in the classroom where each group can display their leaflets in advance. Then have Ss walk around, view the leaflets, and ask questions about them.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while viewing the leaflets and listening to the group representative's explanations, and write comments if they have any. The group representatives should complete their self-assessment checklists after presenting their leaflets or answering questions about them.
- If necessary, go through the criteria for assessing their leaflet to make sure Ss are familiar with them.
- You can also give Ss marks for their leaflets as part of their continuous assessment.
- Encourage Ss to reflect on their performance and think about what they could have done better.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The group representative(s) spoke clearly and naturally.		
– The group representative(s) explained the leaflet well.		
– The group representative(s) answered all questions.		
LEAFLET CONTENT AND DESIGN		
– The leaflet is well-organised.		
– It answers the main questions listed in the SB.		
– It is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I spoke clearly and naturally.		
– I explained the leaflet well.		
– I answered all questions.		
LEAFLET CONTENT AND DESIGN		
– The leaflet is well-organised.		
– It answers the main questions listed in the SB.		
– It is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		
Things I could have done better		

NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas to provide further practice later.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

REVIEW 4

INTRODUCTION

Review 4 is aimed at revising the language and skills Ss have learnt in Units 9-10, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.

The review can be taught in three lessons, e.g. 1: Language, 2: Listening and speaking skills, 3: Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.

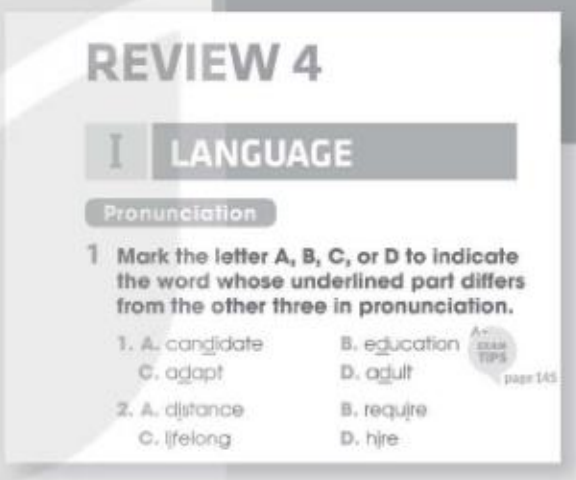
Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

LANGUAGE

PRONUNCIATION

ACTIVITY 1

Aim: To help Ss review different sounds and provide pronunciation exam practice.


REVIEW 4

I LANGUAGE

Pronunciation

1 Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

1. A. candidate B. education
C. adapt D. adult
2. A. distance B. require
C. lifelong D. hire

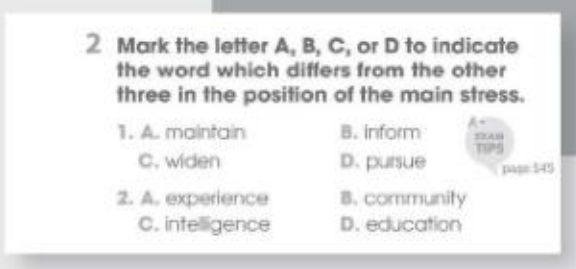
- Have Ss pronounce all words, paying attention to the underlined sounds.
- Explain that if any two words share the same underlined sound, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.

Key: 1. B 2. A

Extension: Put Ss in groups. Call out one of the vowels Ss have learnt in the book or a sound they find difficult, e.g. /dʒ/ or /θ/. Give groups one minute to come up with as many words containing the sound as they can, e.g. /dʒ/ - *gentle, gym, page, jaw, jazz, joy*. Ask them to write these words down. Repeat with other sounds. Then ask groups to read their lists of words. Praise groups with the most correct words.

ACTIVITY 2

Aim: To help Ss review word stress and provide pronunciation exam practice.


2 Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.

1. A. maintain B. inform
C. widen D. pursue
2. A. experience B. community
C. intelligence D. education

- Have Ss pronounce all words, paying attention to the word stress.
- Explain that if any two words share the same stress pattern, neither of them can be the correct answer. If they don't, one of them is the correct answer.
- Have Ss compare their answers in pairs.
- Check answers as a class.
- Have Ss work in pairs to practise saying the words.

Key: 1. C 2. D

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Extension: Prepare some word stress mazes, i.e. word puzzles where Ss must follow the correct sequence of words to make their way from the start of the maze to the finish. The correct choice is vertically or horizontally connected to the previous word. For each word stress maze, choose 10 to 20 words with the same number of syllables and same stress pattern, and place them in a wiggly line from the top-left corner to the bottom right corner of a table. Fill the other squares with words with different stress patterns.

Write the word stress mazes on the board or on pieces of paper. Put Ss in groups. Have groups race to complete the word mazes. The first group is the winner.

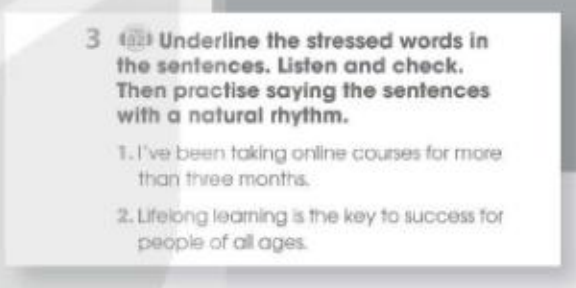
Example of a two-syllable word maze:

forget	about	repeat	inform	engine	forest
office	practise	enter	today	robot	business
building	career	success	advice	working	friendly
software	adopt	passion	gather	sentence	letter
option	prepare	design	employ	degree	report

ACTIVITY 3

Aim: To help Ss review stressed words in connected speech.

- Ask Ss to read the sentences and underline the stressed words in each one.
- In weaker classes, review the kind of words usually stressed in connected speech, i.e. content words.
- Have Ss compare their answers in pairs.
- Play the recording, pausing after each sentence for Ss to check their answers.
- Have Ss work in pairs to practise saying the sentences.



3 **Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm.**

1. I've been taking online courses for more than three months.
2. Lifelong learning is the key to success for people of all ages.

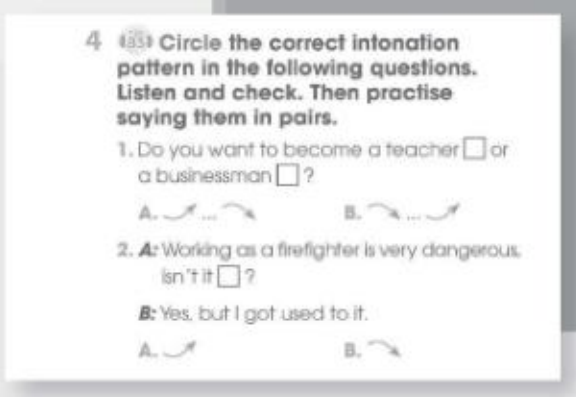
Key + Audio script – Track 82:

1. I've been taking online courses for more than three months.
2. Lifelong learning is the key to success for people of all ages.

ACTIVITY 4

Aim: To help Ss identify intonation patterns in questions.

- Ask Ss to read the questions and identify the type of question, e.g. 1. *Yes/No* question; 2. tag question.
- Tell Ss to circle the correct intonation pattern in each question.
- Have Ss compare their answers in pairs.
- Play the recording, pausing after each sentence for Ss to check their answers.
- Confirm the correct answers as a class.
- Ask Ss to work in pairs to practise saying the sentences.



4 **Circle the correct intonation pattern in the following questions. Listen and check. Then practise saying them in pairs.**

1. Do you want to become a teacher ☐ or a businessman ☐ ?

A. ↗ ... ↘ B. ↘ ... ↗

2. ***A:*** Working as a firefighter is very dangerous, isn't it ☐ ?

B: Yes, but I got used to it.

A. ↗ B. ↘

Key: 1. A 2. B

Audio script – Track 83:

1. Do you want to become a teacher ↗ or a businessman ↘ ?
2. A: Working as a firefighter is very dangerous, isn't it? ↘
   B: Yes, but I got used to it.

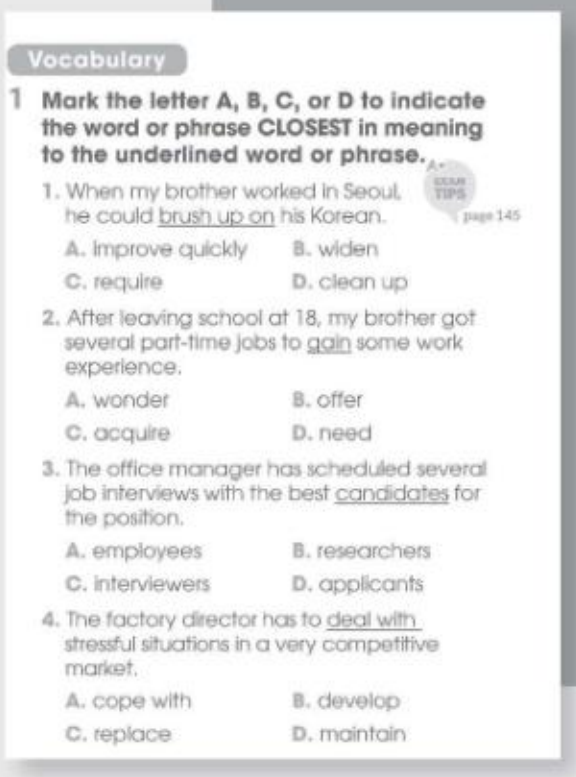
VOCABULARY

ACTIVITY 1

Aim: To help Ss review topic-related words from Units 9-10, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.
- If they don't know any words, encourage them to work out the meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that words that change the meaning of the sentence cannot be the correct answers.
- Check answers as a class.
- Confirm the correct answers.

Key: 1. A 2. C 3. D 4. A



Vocabulary

1 **Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase.**

1. When my brother worked in Seoul, he could brush up on his Korean.
   A. improve quickly B. widen
   C. require D. clean up
2. After leaving school at 18, my brother got several part-time jobs to gain some work experience.
   A. wonder B. offer
   C. acquire D. need
3. The office manager has scheduled several job interviews with the best candidates for the position.
   A. employees B. researchers
   C. interviewers D. applicants
4. The factory director has to deal with stressful situations in a very competitive market.
   A. cope with B. develop
   C. replace D. maintain

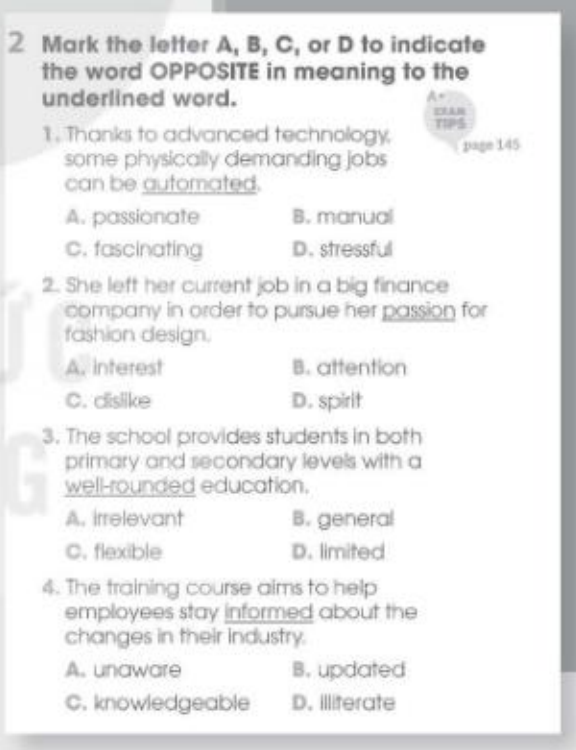
Extension: Remind Ss that this is a question type that they will encounter in the National Upper-secondary School Exam Paper and they should practise learning synonyms or words close in meaning. Put Ss in groups and have them take turns saying different words and coming up with their synonyms. Encourage groups to write them down, then share their lists with the rest of the class.

ACTIVITY 2

Aim: To help Ss review topic-related words and phrases from Units 9-10, and provide vocabulary exam practice.

- Ask Ss to do the activity individually. Tell them to read each sentence to get a general understanding of its meaning.
- If they don't know any words, encourage them to work out the meaning from context.
- Tell Ss to replace the underlined word with each of the four answer choices. Explain that the word that makes the sentence opposite in meaning can be the correct answer.
- Check answers as a class.
- Confirm the correct answers.

Key: 1. B 2. C 3. D 4. A



2 **Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.**

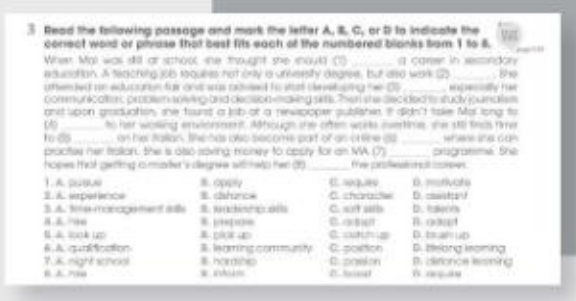
1. Thanks to advanced technology, some physically demanding jobs can be automated.
   A. passionate B. manual
   C. fascinating D. stressful
2. She left her current job in a big finance company in order to pursue her passion for fashion design.
   A. interest B. attention
   C. dislike D. spirit
3. The school provides students in both primary and secondary levels with a well-rounded education.
   A. irrelevant B. general
   C. flexible D. limited
4. The training course aims to help employees stay informed about the changes in their industry.
   A. unaware B. updated
   C. knowledgeable D. illiterate

Extension: Remind Ss that this is a question type that they will encounter in the National Upper-secondary School Exam Paper and they should practise learning antonyms or words opposite in meaning. Put Ss in groups and have them take turns saying different words and coming up with their antonyms. Encourage groups to write them down, then share their lists with the rest of the class.

ACTIVITY 3

Aim: To help Ss review topic-related words and phrases from Units 9-10, and provide vocabulary exam practice.

- Ask Ss to read the text to get an overall idea.
- Have Ss read each sentence more carefully and go through the four options. Tell them to put each option into the gap and read the sentence. They should then decide which one fits the sentence grammatically and logically.



3 **Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8.**

When Mai was still at school, she thought she should (1) _____ a career in secondary education. A teaching job requires not only a university degree, but also work (2) _____. She attended an education fair and was advised to start developing her (3) _____, especially her communication, problem-solving and decision-making skills. Then she decided to study journalism and upon graduation, she found a job at a newspaper publisher. It didn't take Mai long to (4) _____ to her working environment. Although she often works overtime, she still finds time to (5) _____ on her Italian. She has also become part of an online (6) _____ where she can practise her Italian. She is also saving money to apply for an MA (7) _____ programme. She hopes that getting a master's degree will help her (8) _____ the professional career.

1. A. pursue B. apply C. require D. motivate
2. A. experience B. distance C. character D. assistant
3. A. time-management skills B. leadership skills C. soft skills D. talents
4. A. rise B. prepare C. adapt D. adapt
5. A. look up B. pick up C. catch up D. brush up
6. A. qualification B. learning community C. position D. lifelong learning
7. A. night school B. hardship C. passion D. distance learning
8. A. rise B. reform D. boost D. acquire

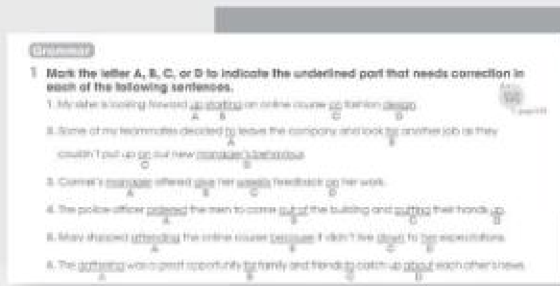
- Tell Ss to select an answer choice that makes a meaningful and grammatically correct sentence.
- Have Ss compare their answers in pairs.
- Confirm the correct answers.

Key: 1. A 2. A 3. C 4. D 5. D 6. B 7. D 8. C

Extension: Choose a short text from one of the previous units. Read each sentence, omitting one of the words, e.g. Unit 10, Culture: *Gladwin left ____ at the age of 14 and never finished his secondary education or went to university*. Have Ss call out the missing word, e.g. school. In weaker classes, write the missing word plus three distractors on the board and have Ss choose the correct one.

GRAMMAR

ACTIVITY 1


Grammar
1 Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.

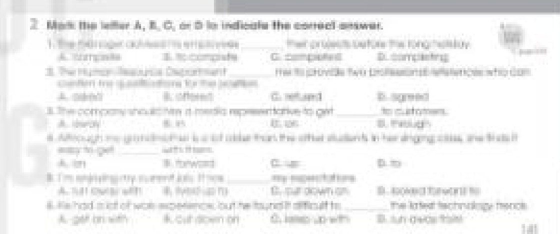
Aim: To help Ss review three-word phrasal verbs and reported speech to report orders, requests, offers, and advice, and provide exam practice.

- Tell Ss to read the sentences and focus on the underlined words/phrases.
- In weaker classes, sort the sentences into groups according to the grammar points Ss have learnt in Units 9-10. Quickly review the grammar points on the board or have Ss refer back to the **Language** sections in these units.
- Have Ss do the activity individually, then compare their answers in pairs, before confirming the correct answers as a class.

Key:

1. A (up → to)	2. C (on → with)
3. B (give → to give)	4. C (putting → put)
5. C (down → up)	6. D (about → on)

ACTIVITY 2

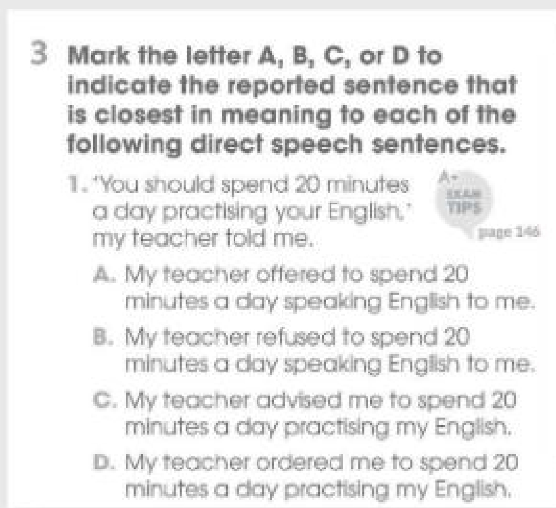

2 Mark the letter A, B, C, or D to indicate the correct answer.

Aim: To help Ss review three-word phrasal verbs and reported speech to report orders, requests, offers, and advice, and provide exam practice.

- Ask Ss to read each sentence and check understanding.
- Tell Ss to identify the grammar points tested in each sentence by studying the four answer choices.
- In weaker classes, sort the sentences into groups according to the grammar points Ss have learnt in Units 9-10.
- Ask Ss to place each answer choice in the sentence and read it, then eliminate the options that are grammatically incorrect.
- Have them compare answers in pairs, before confirming the correct answers as a class.

Key: 1. B 2. A 3. D 4. A 5. B 6. C

ACTIVITY 3


3 Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences.

1. 'You should spend 20 minutes a day practising your English,' my teacher told me.

A. My teacher offered to spend 20 minutes a day speaking English to me.

B. My teacher refused to spend 20 minutes a day speaking English to me.

C. My teacher advised me to spend 20 minutes a day practising my English.

D. My teacher ordered me to spend 20 minutes a day practising my English.

Aim: To help Ss review reported speech to report orders, requests, offers, and advice, and provide exam practice.

- Have Ss work in pairs. Ask them to read the sentences in direct speech and decide if the sentence is an order, request, offer or advice.

- Ask Ss to read the four answer choices of each question and decide if there are any grammatically wrong sentences or sentences that do not make sense. Explain that they can be immediately eliminated.
- Encourage Ss to identify the reporting verb in each answer choice and discuss whether it is used to report an order, request, offer or advice in the same way as in the original sentence.
- Check answers as a class.

Key: 1. C 2. A 3. B 4. D

Extension: Prepare a list of sentences expressing orders, requests, offers or advice, e.g. 1. *Please help me carry my shopping bags.* 2. *Don't spend your pocket money on sweets.* 3. *You should see a doctor immediately*. Call out each sentence and have Ss change it into reported speech, e.g. 1. *The teacher/Ms Hoa asked me to help her carry her shopping bags.* 2. *The teacher/Ms Hoa told us not to spend our pocket money on sweets.* 3. *The teacher/Ms Hoa advised me to see a doctor immediately.* Make the game more competitive by giving a point to the first student who calls out the correct reported speech sentence. In stronger classes, invite Ss to come up with their own direct speech sentences and challenge the rest of the class.

2. 'Don't leave the office before 6 p.m.,' our manager said.
   - A. The manager told us not to leave the office before 6 p.m.
   - B. The manager refused to leave the office before 6 p.m.
   - C. The manager advised us not to leave the office before 6 p.m.
   - D. The manager offered to leave the office before 6 p.m.
3. 'Please show me your identity card before you enter the building,' the security guard asked me.
   - A. The security guard refused to show his identity card to me when I entered the building.
   - B. The security guard asked me to show him my identity card before I entered the building.
   - C. The security guard advised me to show him my identity card before I entered the building.
   - D. The security guard offered to show me his identity card before I entered the building.
4. 'I'll show you how to use the new software,' my manager said.
   - A. My manager asked me to show him the new software.
   - B. My manager advised me to show him how to use the new software.
   - C. My manager refused to show me how to use the new software.
   - D. My manager offered to show me how to use the new software.

SKILLS

LISTENING

ACTIVITY 1

Aim: To help Ss practise listening for the main idea.

- Ask Ss to recap what they have learnt about lifelong learning. Elicit some reasons why people continue learning throughout their lives.
- Focus Ss' attention on the three given phrases and check understanding.
- Tell Ss that they are going to hear a talk about lifelong learning, in which two of the reasons are mentioned. Ss need to choose the one that is not included in the talk.
- Play the recording and encourage Ss to note down as much information as possible in their notebooks.
- Call on some Ss to share a summary of their notes with the class. Ask Ss to identify the reasons that are mentioned in the talk.
- Confirm the correct answer.

Key: B

II SKILLS

Listening

1 **Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning?**

A. The impact of technology on jobs.
B. Employees' expectations of success.
C. More competitive job market.

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

- Ask Ss to look at the notes, study the words before and after the gaps, and decide on the part of speech, e.g. 1. *noun/noun phrase;* 2. *noun/noun phrase*; 3. *adjective*; 4. *noun/noun phrase*; 5. *noun/noun phrase/adverb*; 6. *noun/noun phrase*.
- Play the recording, and have Ss listen and write down their answers in their notebooks.

2 **Listen again and complete the following notes with no more than THREE words for each gap.**

Lifelong learning: continuous (1) _____.

1. We are living in the age of advanced technology and (2) _____.
   - People lose jobs as companies cut down on staff.
   - Some jobs become (3) _____ or automated.
   - There is an increasing demand for other (4) _____.
2. The job market is more competitive.
   - You need to keep knowledge and skills current.
   - You need to be able to show that you can learn (5) _____.
   - You'll be valued as an employee if you are committed to (6) _____.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- In weaker classes, play the recording again, pausing at the places where Ss can find the missing words.

Key: 1. pursuit of knowledge 2. AI / artificial intelligence 3. obsolete
4. high-skilled jobs 5. new things quickly 6. lifelong learning

Audio script – Tracks 84 + 85:

Good afternoon, everyone.

Last time, we talked about people who continued learning and updating their knowledge and skills throughout their lives. This continuous pursuit of knowledge is called lifelong learning. So, let's discuss now why we need it.

First, as you're aware we're living in the age of advanced technology and AI. Technology is developing rapidly and as a result, millions of jobs could be lost as companies cut down on the number of employees. Some jobs may even become obsolete as processes, systems and whole factories become fully automated. However, technology has also increased the demand for some other high-skilled jobs. That is why gaining new skill sets through lifelong learning enables people to shift from working in the jobs of yesterday to the jobs of tomorrow.

In addition, the job market is becoming more and more competitive. You'll be left behind and find it hard to get a job if you don't keep your knowledge and skills current. The first question hiring managers may ask you is 'What did you learn last week?' They may also wonder if you have the ability to learn new things quickly and are aware of the new trends in your industry. If you're committed to lifelong learning, you'll be the most valuable employees.

So, if you've just left school or graduated from university, remember that the knowledge and skills you've gained so far are not enough for you to succeed at work. You need to become a lifelong learner. …

Extension: Divide the class into two teams and give each team a board pen. Play the recording and stop after key content words. One member from each team runs to the board and writes the last word heard. Explain that only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's words and spelling, and count how many correct words each team has written. The team with more correct words is the winner.

SPEAKING

ACTIVITY 1

Aim: To help Ss develop ideas for the speaking task.

- Have Ss read through the five ways to keep learning throughout life and check understanding.
- Put Ss in pairs and have them discuss and rank the five ways to engage in lifelong learning in order of importance (1 = the most important, 5 = the least important). Encourage them to explain their ranking.
- Walk round the class to offer help if necessary.
- Invite some pairs to share their rankings and explain why they have placed them in a particular order.

Speaking

1 **Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance.**

Ways	Order of importance
a. Attending training courses and professional seminars	
b. Researching topics of interest and gathering information	
c. Putting knowledge and new skills into practice	
d. Taking up new hobbies or sports	
e. Reading books and newspapers every day	

Suggested answers: 1. a 2. b 3. d 4. c 5. e

Discussion:

A: Today we'll discuss five ways to engage in lifelong learning. We also need to rank them in order of importance. Which one do you think is the most important way?

B: Well, I think attending training courses and professional seminars is essential especially after we leave school and join the workforce. This is the best way to keep our knowledge and skills current.

A: Yes, I agree. Let's give it the top ranking. How about the second one – researching topics of interest and gathering information? I think this way of learning is also very important because it'll help us develop research skills.

B: I agree with you. Let's rank it as the second most important way of learning. Now, moving to the third one in the table. . . .

ACTIVITY 2

Aim: To give Ss an opportunity to take part in a group discussion, and then share it with the whole class.

- Ask Ss to work in groups. Tell them to think about other ways to keep learning throughout life.
- Have Ss take notes of their ideas and prepare a summary of their discussion.
- Walk round the class to offer help if necessary.
- Invite some groups to present their summaries to the class.

Suggested answer:

Summary: Our group came up with three additional opportunities for lifelong learning provided by the Internet. First, we can access many online platforms and learn from user-created content and how-to videos. Video content is especially useful because online videos are usually short and very focused on a particular topic or skill. Second, we can join learning communities on the Internet, where we can share knowledge, interact with peers and build teamwork skills. Third, there are many open online courses that are freely available for people interested in expanding their knowledge and can help us meet our lifelong learning needs.

READING

ACTIVITY 1

Aim: To help Ss practise reading for main ideas.

- Have Ss read the five headings and check understanding.
- Then ask Ss to read the whole text once. Remind Ss to pay particular attention to the first and the last sentence of each paragraph, which is usually the topic sentence expressing the main idea.
- Put Ss in pairs to do the activity.
- Check answers as a class. Explain why option 4 is the extra heading, e.g. *Although 'a university degree' is mentioned in paragraph D, it is just one specific detail and an example of a goal, not the main idea of the paragraph.*

Key: A. 1 B. 5 C. 2 D. 3

2 **Work in groups. Think about other ways to keep learning throughout life and add them to the table in 1. Share your group's ideas with the class.**

Reading

1 **Read the article below. Match each section (A–D) with a heading (1–5). There is ONE extra heading.**

1. Exploring career options
2. Reaching out for guidance
3. Taking action to turn goals into reality
4. Getting a university degree
5. Getting to know yourself

CAREER PLANNING

Choosing a career after leaving senior secondary school is particularly important to students. Below are some practical tips for successful career planning.

A. _____

Making a list of job options is the first step in choosing a career path. People may pursue a particular career for various reasons such as better pay, job satisfaction, promotion prospects and so on. While making your list, you should learn more about each option that interests you and try to discover new career opportunities that you were not aware of.

B. _____

You should also identify your personal interests and activities you enjoy. Do you see yourself as a patient, responsible, and trustworthy person? Do you have a passion for music, acting, or working with children? Try to discover your personality and get to know your strengths. This will help you match career options to your personality type and interests.

C. _____

There is a lot of support for students trying to make career decisions. Start by discussing your career plan with your parents and teachers. You can also attend job fairs where you will have the opportunity to talk to career advisers, and meet employers and recruiters. Make sure you prepare well by researching the participating companies in advance and identifying who you want to talk to.

D. _____

Once you have identified suitable career options and done enough research, start working towards achieving your goals. How do you want to get there? Do you need a university degree or an apprenticeship? Are there any online courses or training programmes to help you gain the knowledge and skills your career requires? Write down everything you need to do and **monitor** your progress as you work.

ACTIVITY 2

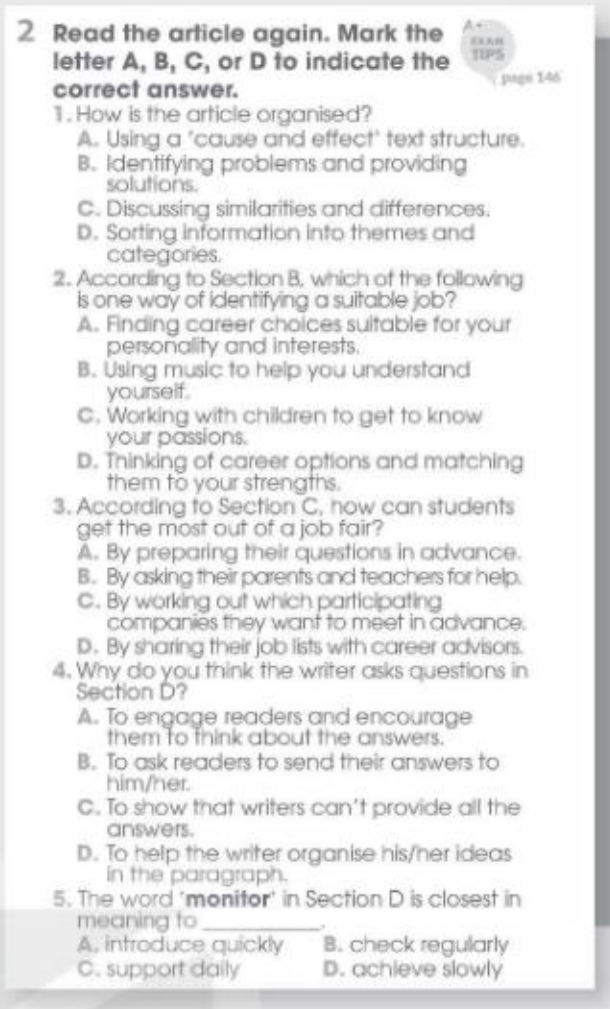
Aim: To help Ss practise reading for specific information and provide exam practice.

- Have Ss read through the questions and the answer choices, and check understanding.
- Ask Ss to underline the keywords in each question and the answer choices.
- Then have Ss read through the text and locate the parts that contain relevant information.
- Have Ss work in pairs to compare their answers.
- Check answers as a class and ask Ss to explain their answer choices, e.g.

1. *the information is organised into four themes including (A) exploring career options, (B) getting to know yourself, (C) reaching out for guidance, and (D) taking action to turn goals into reality;*
2. *in the last sentence of Section B, the writer mentions matching career options to personality type and interests to help identify a suitable job;*
3. *in the last sentence of Section C, the writer mentions researching companies taking part in job fairs in advance;*
4. *the writer asks the questions in section D as a way of engaging readers and encouraging them to think about the answers to these questions;*
5. *the word 'monitor' means 'check regularly' and both verbs are often used with the noun 'progress'.*

Key: 1. D 2. A 3. C 4. A 5. B

Extension: Put Ss in groups. Assign a paragraph to each group. Give Ss three minutes to read and memorise as many details from their paragraph as possible. Then have them close their books and ask some groups to present their paragraphs.



2 **Read the article again. Mark the letter A, B, C, or D to indicate the correct answer.** A+ EXAM TIPS page 146

1. How is the article organised?
   A. Using a 'cause and effect' text structure.
   B. Identifying problems and providing solutions.
   C. Discussing similarities and differences.
   D. Sorting information into themes and categories.
2. According to Section B, which of the following is one way of identifying a suitable job?
   A. Finding career choices suitable for your personality and interests.
   B. Using music to help you understand yourself.
   C. Working with children to get to know your passions.
   D. Thinking of career options and matching them to your strengths.
3. According to Section C, how can students get the most out of a job fair?
   A. By preparing their questions in advance.
   B. By asking their parents and teachers for help.
   C. By working out which participating companies they want to meet in advance.
   D. By sharing their job lists with career advisors.
4. Why do you think the writer asks questions in Section D?
   A. To engage readers and encourage them to think about the answers.
   B. To ask readers to send their answers to him/her.
   C. To show that writers can't provide all the answers.
   D. To help the writer organise his/her ideas in the paragraph.
5. The word '**monitor**' in Section D is closest in meaning to _____.
   A. introduce quickly B. check regularly
   C. support daily D. achieve slowly

WRITING

Aim: To help Ss practise writing their own CVs to match a job description.

- Tell Ss to imagine that they are going to apply for the position of a fashion assistant. Have Ss read through the job advert and check understanding.
- Put Ss in pairs. Ask them to come up with the qualifications, knowledge, qualities, skills and experience they may need to apply for the job.
- In weaker classes, brainstorm some ideas as a class and write some prompts on the board, e.g.

Writing

Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description.

Fashion assistant required

- Want to take your first step into a career in fashion design?
- We are hiring a fashion assistant to join our team at *Teen Fashion Culture*, a leading fashion retail group. We will offer on-the-job training and support to the right candidate.
- Job responsibilities:
  - Researching current fashion trends.
  - Assisting the fashion design team in developing ideas for new products and designing sketches.

Please send your CV to: fashionabledesign@webmail.com

143

Qualification(s)	Have a diploma in arts and fashion design, but a degree is not required
Knowledge, qualities and skills	Have knowledge of fabrics and fashion trends Have creative and artistic skills Good at drawing and artistic design
Experience	Work experience as a fashion assistant is not required as on-the-job training will be offered.

- If necessary, ask Ss to review the model CV and the **Remember!** box in the **Writing** section in Unit 9.
- Give Ss enough time to write their CVs. Remind them to tailor their CVs to the job description, i.e. emphasising the skills and responsibilities in the job description. Set a time limit depending on the Ss' ability level.
- Walk round the class and offer help if necessary. In weaker classes, provide an outline with suggested headings and expressions for each section of the CV.
- If time allows, ask Ss to swap their CVs with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation.
- Collect Ss' CVs to mark and provide written feedback in the next lesson.

Suggested answer:

CURRICULUM VITAE

Personal details

Full name: Phuong Mai Vu

Phone: 0382461357

Email: vuphuong@webmail.com

Personal statement

Enthusiastic and outgoing senior secondary school student, currently studying towards a school graduation diploma. Interested in fashion design, with excellent drawing skills. Eager to find an entry position to help me gain work experience and prepare for a career in fashion design.

Education

Nguyen Hue Senior Secondary School, Ha Noi	20XX-present
Le Loi Junior Secondary School, Ha Noi	20XX-20XX
Subjects and predicted grades:	Arts – 9.5, English – 8, Maths – 7
Awards:	The winner of the Young Fashion Designers' Contest
Extracurricular activities:	Founding member of the school art club, organising monthly art exhibitions

Work experience

Part-time shop assistant at a clothing store 20XX-present

- Help create clothing window displays
- Greet and assist customers

Skills

Good creative and artistic skills, good at drawing

Digital skills: Good understanding of common digital software and platforms, digital sketching

Effective communication skills

Hobbies and interests

Drawing, painting, and singing

References

Available upon request

Extension: Put Ss in pairs. Have each pair role-play a job interview between the recruiter and a job applicant for the fashion assistant job as advertised in the job advert. Encourage Ss to refer to their CVs during the interviews. If time allows, have Ss swap roles. Invite some pairs to role-play the job interviews in front of the class.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TIẾNG ANH 12
SÁCH BÀI TẬP, KEY

Unit 1

I Pronunciation

1 **1.** B **2.** D **3.** A **4.** D **5.** B **6.** B

2 **1.** B **2.** B

II Vocabulary

1 **1.** C **2.** A **3.** B **4.** A **5.** A
6. B **7.** B **8.** B **9.** B **10.** D

2 **1.** C **2.** D **3.** A **4.** C **5.** B **6.** A **7.** D **8.** C

3 **1.** D **2.** C **3.** A **4.** C **5.** D **6.** A

III Grammar

1 **1.** C **2.** B **3.** D **4.** B **5.** C **6.** D
7. B **8.** A **9.** C **10.** D **11.** B **12.** D
13. B **14.** C **15.** B **16.** A **17.** C **18.** D

2 **1.** D (was giving → gave)
2. A (waited → were waiting)
3. C (beat → was beating)
4. C (was discovering → discovered)
5. D (was getting → got)
6. B (was standing up → stood up)
7. A (After → While)
8. C (took → was taking)

IV Reading

1 **1.** D **2.** B **3.** B **4.** C **5.** A **6.** B **7.** A **8.** A

2 **1.** B **2.** D **3.** C **4.** A **5.** A **6.** D **7.** D **8.** B

V Speaking

1 **1.** B **2.** A **3.** B **4.** B **5.** D **6.** C **7.** B **8.** A

2 **Suggested answer:**

Bill Gates is considered one of the most successful businessmen ever, and one of the most influential people of the 20th century. In 1975, he and his friend Paul Allen developed a computer program and founded Microsoft. He also persuaded IBM, the biggest computer company at the time, to start using Microsoft's Windows operating system on their computers. Soon almost every PC used Windows and in 1995 Bill Gates became the richest person in the world. He held the title until 2017. In 2000, together with his then-wife,

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Melinda French Gates, he started the Bill and Melinda Gates Foundation, valued nearly 50 million dollars in 2023, to improve healthcare and reduce poverty across the world.

VI Writing

1 Suggested answer:

1. He had a very happy childhood.

2. My grandmother passed away at the age of 99.

3. My grandparents had a long marriage.

4. My father dropped out of secondary school because of the war.

5. His achievements were impressive./His achievements were admired (by people).

6. John was admired for winning so many awards.

7. While my father was visiting/travelling in Japan, he bought a lot of souvenirs.

8. When he arrived at work, his colleagues/people/they were having a meeting.

2 1. My father was born in Ninh Binh, but (he) moved to Ha Noi in 1990.

2. When an apple fell onto Newton's head, he discovered the law of gravity.

3. Queen Elizabeth II and Prince Philip had a long marriage.

4. Both Steve Jobs and Bill Gates dropped out of college to make their fortunes.

5. Vo Thi Sau was a schoolgirl when she joined the Viet Minh.

6. Mozart composed his greatest works when he was living in Vienna.

7. After his father's death, Nelson Mandela was adopted and raised by a/the tribe chief.

8. Despite his disability, Stephen Hawking became one of the world's most famous scientists.

3 Suggested answer:

THE AMAZING LIFE AND ACHIEVEMENTS OF BILL GATES

Bill Gates (aka William Henry Gates III) is considered one of the most successful businessmen ever, and one of the most influential people of the 20th century.

Early life and education

William Henry Gates III was born on 28 October, 1955 in Seattle, Washington. His father was a famous lawyer and his mother was a director of a big company. At a very young age, Gates took an interest in computers and computer programming. He went to Harvard College in 1973, but dropped out after only two years.

Achievements

In 1975, he and his friend Paul Allen developed a computer program and founded Microsoft. He also persuaded IBM, the biggest computer company at the time, to start using Microsoft's Windows operating system on their computers. Soon, almost every PC used Windows and in 1995 Bill Gates became the richest person in the world. He held the title until 2017. In 2000, together with his then-wife, Melinda French Gates, he started the Bill and Melinda Gates Foundation, valued nearly 50 million dollars in 2023, to improve healthcare and reduce poverty across the world.

Unit 2

I Pronunciation

1 **1.** D **2.** C **3.** A **4.** B

2 **1.** A **2.** D **3.** A **4.** B

II Vocabulary

1 **1.** C **2.** C **3.** B **4.** A

2 **1.** C **2.** A **3.** B **4.** D

3 **1.** B **2.** C **3.** D **4.** C **5.** A **6.** B **7.** C **8.** D

4 **1.** trend **2.** popular **3.** cultural **4.** diverse
5. Western **6.** knowledge **7.** celebrated **8.** attraction

III Grammar

1 **1.** C **2.** A **3.** B **4.** C **5.** D **6.** A **7.** B **8.** D

2 **1.** B (a → the) **2.** D (the → ∅) **3.** D (are → is) **4.** C (a → the)
5. D (an → the) **6.** C (the → ∅) **7.** C (the → ∅) **8.** B (a → the)

3 **1.** the **2.** A **3.** ∅ **4.** the **5.** the **6.** the **7.** ∅ **8.** a

IV Reading

1 **1.** B **2.** C **3.** A **4.** C **5.** D **6.** A **7.** C **8.** B

2 **1.** C **2.** B **3.** C **4.** A **5.** B **6.** C **7.** B **8.** A

V Speaking

1 **1.** C **2.** B **3.** D **4.** A **5.** B **6.** D **7.** B **8.** C

2 **Suggested answer:**

There are some similarities between Viet Nam and Japan. In terms of cuisine, both Vietnamese and Japanese people eat a lot of rice and noodles. However, the Japanese prefer eating raw fish and seafood while the Vietnamese always cook their fish and seafood. Both Vietnamese and Japanese people like to wear traditional clothing on special occasions. Also, both the kimono and *ao dai* are long and made of soft silk materials. They both include hand-embroidered decorations.

In both countries, 1 January, New Year's Day, is a public holiday. However, Japan doesn't celebrate the Lunar New Year like Viet Nam.

The two countries have different music traditions and styles, although they may share some musical instruments. In both countries, young people like Western pop music.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

VI Writing

1 **1.** A **2.** B **3.** A **4.** D **5.** C **6.** B

2 **1.** B **2.** C

3 **1.** C **2.** B **3.** D **4.** B **5.** A **6.** C **7.** A **8.** D

4 **Suggested answer:**

Nowadays, studying abroad has become very popular among young people. Although it has many advantages, international students also experience some disadvantages.

It is believed that people who earn their degrees abroad tend to be more successful in life than those studying locally. Having international qualifications, graduates have a higher chance to be recruited by foreign companies and offered high salaries. Learning to live independently in a new place is another reason for studying overseas. International students quickly learn essential life skills like cooking, cleaning their place, and managing their time and money. As a result, they become more independent, mature, and responsible.

However, there are also several cons of studying abroad. One of the most common challenges that international students face is culture shock, or the differences between their own culture and that of the new country. Culture shock may make people feel uncomfortable or homesick. International students may even face discrimination because of their country of origin or foreign accent. Some may find it difficult to adapt to the new country's social norms, values, and lifestyle. In addition, using a foreign language in real-life situations is another major issue that students may not be aware of. They realise that what they have learnt through textbooks is very different from the way the locals actually speak in daily life. This may create misunderstanding and prevent people from fully participating in social life.

In short, studying abroad offers both benefits and drawbacks. In my opinion, the advantages outweigh the disadvantages. The challenges can be overcome by most international students, who make their study abroad the best time of their life.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 3

I Pronunciation

1 **1.** C **2.** B **3.** C **4.** D **5.** C **6.** A

2 **1.** D **2.** D

II Vocabulary

1 **1.** A **2.** A **3.** C **4.** B **5.** C **6.** A
7. B **8.** B **9.** A **10.** C **11.** C **12.** D

2 **1.** B **2.** A **3.** A **4.** B **5.** C **6.** B **7.** D **8.** A

3 **1.** B **2.** A **3.** D **4.** A

III Grammar

1 **1.** D **2.** B **3.** D **4.** C **5.** B **6.** A
7. D **8.** C **9.** B **10.** B **11.** C **12.** B
13. C **14.** A **15.** B **16.** C **17.** D **18.** B

2 **1.** A (to → for)
2. A (respond → respond to)
3. C (about → with)
4. A (with → on)
5. A (for → to)
6. C (after → for)
7. A (with → out)
8. D (over → up)

IV Reading

1 **1.** C **2.** A **3.** B **4.** B **5.** D **6.** D **7.** C **8.** B

2 **1.** B **2.** C **3.** D **4.** C **5.** A **6.** B **7.** D **8.** C

V Speaking

1 **1.** B **2.** A **3.** B **4.** C **5.** A **6.** B **7.** D **8.** A

2 **Suggested answer:**

There are many ways to reduce the amount of waste we throw away daily. First, instead of throwing away plastic items, such as plastic bags and bottles after a single use, we can reuse them. Better yet, we can switch to reusable bags, such as canvas or cloth bags to avoid taking plastic bags from the checkout counters all the time. We can also replace plastic containers with glass jars and metal bottles that can be refilled. When we eat or drink on the go, we tend to use a lot of plastics. Therefore, it's better to reuse lunch boxes and cutlery when possible. Similarly, when we have a coffee, we can use our own cups and use straws made of metal or bamboo rather than plastic. At home, we should try to recycle as much as possible, and reuse as many personal products as possible. Finally, if we have time, we should try to make simple household products from waste materials, such as home-made soap from used cooking oil. Developing these habits will be fun, educational, and definitely good for the environment.

VI Writing

1 **1.** Have they responded to your letter complaining about the issue of water pollution?
2. I'd like to ask about/for information about the Green Campaign, please.
3. Many countries worry about plastic pollution.
4. We had a gardener look after the plants when we were away.
5. A group of scientists are carrying out research on the pollution of rivers in the area.
6. Protecting the environment depends on everyone doing small things every day.
7. We are preparing for tomorrow's presentation on green living.
8. She works out at the gym regularly to keep fit and stay healthy.

2 **Suggested answers:**

1. More and more young people care about environmental protection these days.
2. The teacher explained the benefits of green living to his class.

3. Our school club is looking for volunteers to join a/our new campaign.
4. We have waited/been waiting for the results of the Green Ideas competition for an hour.
5. Instead of throwing away (the) plastic food containers, you should rinse them out and recycle them.
6. After the/my/our ... presentation, everyone agreed on/with/to the proposal to reduce plastic waste.
7. The survival of many marine animals depends on what action we take to protect our oceans from pollution.
8. The local authorities are thinking of new ways to deal with soil contamination in landfills.

3 Suggested answer:

Solving the problem of paper pollution in our school

Introduction

This report describes the problem of paper pollution in our school and suggests two main solutions to it.

Problem(s)

As students complete their worksheets in class, they often only write on one side of the sheet of paper and throw it away when they are done. It is estimated that 50 kilogrammes of paper are thrown away each month in our school, which is clearly damaging the environment and a waste of money.

Solutions

We propose two solutions. First, teachers should encourage us to use more technologies in the classroom. They should reduce the number of paper worksheets and instead have us do more online activities and tests. Second, all sheets of paper printed on one side should be collected after class by the teacher and reused next time as scrap paper.

Conclusion

A greener school environment will benefit everyone in our school. It will also help to promote a green lifestyle among young people. Therefore, I hope that you will consider our suggestions and put them into practice as soon as possible.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Test yourself 1

1. B (The *-ed* ending is pronounced /ɪd/; other words: the *-ed* ending is pronounced /d/.)
2. B (The underlined part is pronounced /eə/; other words: the underlined part is pronounced /eɪ/.)
3. D (The stress is on the second syllable; other words: the stress is on the first syllable.)
4. A (The stress is on the first syllable; other words: the stress is on the second syllable.)
5. B ('remaining food' means 'the food that has not been eaten or *leftovers*'.)
6. D ('popularity' means 'the state of being liked or supported by a large number of people or the widespread acceptance'.)
7. A ('to survive' means 'to continue to live or exist'.)
8. B ('contaminated' means 'become dirty or no longer pure'.)
9. A ('I'm glad you found it useful.' is used to respond to thanks.)
10. B ('It's hard to predict.' is used to make predictions.)
11. B (When two actions in the past were happening at the same time, we use the past continuous for both.)
12. A (We use the past simple to say something happened in the past.)
13. C (When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action.)
14. B (We use the definite article *the* with countries whose names include words like *kingdom* or *state*.)
15. B (We use the definite article *the* before a noun which refers to a specific, unique object.)
16. B (We introduce a non-defining relative clause that refers to all the information in the previous clause with the relative pronoun *which*.)
17. C ('to work out' means 'to find the answer/solution to something'.)
18. D ('to look for' means 'to find somebody/something'.)
19. D (We do not need an article with plural nouns which are used in a generic or non-specific way.)
20. C (We use the past simple to describe a completed action in the past.)
21. B (to introduce something to somebody)
22. A (We introduce a non-defining relative clause that refers to all the information in the previous clause with the relative pronoun *which*.)
23. A (We use the indefinite article *a* before a singular, countable noun when the speaker and the listener do not know which one they are referring to.)
24. D (When two actions in the past were happening at the same time, we use the past continuous for both.)
25. C (We introduce a non-defining relative clause that refers to all the information in the previous clause with the relative pronoun *which*.)
26. C ('to celebrate' means 'to show that an event is important by doing something special on it'.)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

27. B (We introduce a non-defining relative clause that refers to all the information in the previous clause with the relative pronoun *which*.)

28. D ('as early as' means 'sooner than the usual time that a particular event happens'.)

29. A (to divide something into)

30. B ('to join together' means 'to do something together as a group'.)

31. B (The main idea is based on all four paragraphs as they describe the ways in which food choices can affect the environment.)

32. D (Paragraph 2 only mentions the use of land, water, energy, fossil fuels for food production and greenhouse gas emissions from food transportation.)

33. B ('manufacturing' means 'the business or industry of producing goods in large quantities in factories, etc.')

34. A ('it' refers to 'methane', which is a singular noun and refers to another gas.)

35. C (Paragraph 3 refers to the huge amounts of water for raising livestock (Option B), and it also refers to lower carbon emissions and healthy diet by eating plant-based food (Options A and D).)

36. A (The main idea is based on all paragraphs as each one tells us about a different stage of Leonardo da Vinci's life.)

37. C ('they' refers to 'Leonardo da Vinci's uncle and father'; these are the two people who 'decided to send him to a workshop in Florence'.)

38. C ('to pick up' means 'to learn knowledge or skills by chance'.)

39. A (Paragraph 3 mentions that he designed sketches of the human body, not the human body.)

40. B ('impression' means 'the effect that an experience has on somebody'.)

41. D (Paragraph 4 mentions his interests were broad and he often changed his focus, which made him unable to finish many of his projects.)

42. A ('his genius shines as bright as ever' implies that his work, achievements, and innovative thinking continue to amaze people.)

43. C (When two actions in the past were happening at the same time, we use the past continuous for both and connect the two clauses with *while*.)

44. B (When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action.)

45. A (We introduce a non-defining relative clause that refers to all the information in the previous clause with the relative pronoun *which*.)

46. B (a → the) (We use *the* before a superlative adjective.)

47. C (was coming → came) (When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action.)

48. C (about → for) (to apologise to somebody for something)

49. D (We introduce a non-defining relative clause that refers to all the information in the previous clause with the relative pronoun *which*.)

50. B ('to take care of' means 'to look after'.)

Unit 4

I Pronunciation

1 **1.** A lot of high-rise buildings have been built in the area.

2. Young people prefer to live in big cities where there are a lot more jobs.

3. London was once a group of smaller, separate towns, and villages.

4. They want to move to a cheaper neighbourhood because they can't afford to pay the rent.

2 **1.** A **2.** B **3.** C **4.** D

II Vocabulary

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** D **2.** C **3.** B **4.** A

3 **1.** A **2.** B **3.** C **4.** D

4 **1.** urban areas **2.** housing **3.** leisure activities

4. Local residents **5.** unemployment **6.** is decreasing

7. rush hour **8.** reliable

III Grammar

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** C (had taken → have taken)

2. A (most → more)

3. D (give → given)

4. C (went → been)

5. A (Much → More)

6. D (most → more)

7. A (little → less)

8. C (had → have)

3 **1.** It/This/That is the first time I have visited this museum.

2. It/This/That is the tallest building I have ever seen.

3. It/This/That is the third time I have stayed at this hotel.

4. It/This/That is the first time I have been to Thailand.

4 **1.** The more reliable the public transport is, the fewer people use private cars.

2. The more people live in big cities, the more expensive houses become.

3. The harder we work, the sooner we can finish.

4. The more land we clear for buildings, the less land we have for farming.

IV Reading

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** C **2.** A **3.** B **4.** A **5.** D **6.** C **7.** A **8.** D

V Speaking

1 **1.** A **2.** C **3.** D **4.** B **5.** A **6.** C **7.** D **8.** B

2 **Suggested answers:**

1. I live in a new town which used to be a small village several years ago.

2. In the past, it was only a small village where people mainly did farm work. Now, it has turned into a new town with some high-rise buildings. Some factories have also been built here.

3. The roads have been upgraded and widened. A new stadium and many playgrounds have been built. Many local people now work in the factories in the area.

4. The air and soil are becoming more and more polluted because of the smoke and waste released from the local factories. The town is also getting more and more crowded because many people come to live here.

5. The local government has tried to attract more investment to improve the facilities in the area. It has also issued some rules for local people to follow when living in an urbanising area.

VI Writing

1 **1.** The urbanisation rate has increased rapidly.

2. The rural population has decreased gradually.

3. The line graph shows changes in the world population.

4. House prices in big cities have gone up a lot over the past decade.

5. The air quality in urban areas has worsened over the years.

6. The demand for affordable housing in urban areas has risen rapidly recently.

7. House prices in rural areas have remained the same over the past two years.

8. The more people move to big cities, the more crowded big cities become.

2 **1.** More and more people are moving to urban areas to seek employment.

2. Housing is getting more and more expensive in big cities.

3. By contrast, house prices have remained stable in the countryside.

4. The unemployment rate in big cities is getting higher and higher.

5. It is the first time I have visited such a modern building.

6. More and more young people are looking for affordable housing.

7. Polluted cities are becoming less and less attractive.

8. Urbanisation has generally improved the life of people in our area.

3 **Suggested answer:**

The line graph shows the urban and rural population in Thailand from 1960 to 2020. Overall, the urban population increased while the rural population decreased.

In 1960, 80 per cent of Thai people lived in rural areas. However, the percentage of rural population fell slightly to 73 per cent in 1980 and 68 per cent in 2000. From 2000, the proportion of the population living in rural areas continued to decrease gradually. In 2020, the rural population was only 48 per cent of the total population of Thailand.

By contrast, the urban population rose throughout the same period. In 1960, the percentage of city population was just around 20 per cent. The figure went up slightly to 27 per cent in 1980. It had increased by another five per cent in 2000, when 32 per cent of the population lived in urban areas. Since 2000, the proportion of the urban population has continued to increase gradually and in 2020, it reached 52 per cent of the total population.

Unit 5

I Pronunciation

1 **1.** ***A:*** Do you like your new job?

B: Yes, I do.

2. I wasn't used to working the night shift, but I am used to it now.

3. ***A:*** Is your mother an accountant?

B: She was, but she's retired now.

4. I would help you with the application letter if I could.

2 **1.** C **2.** B **3.** B **4.** A

II Vocabulary

1 **1.** C **2.** A **3.** B **4.** A **5.** A
6. D **7.** B **8.** A **9.** B **10.** D

2 **1.** C **2.** D **3.** A **4.** C **5.** B **6.** A **7.** D **8.** C

3 **1.** D **2.** C **3.** A **4.** C **5.** D **6.** A

III Grammar

1 **1.** C **2.** B **3.** D **4.** B **5.** C **6.** D
7. B **8.** A **9.** C **10.** D **11.** B **12.** D
13. B **14.** C **15.** B **16.** A **17.** C **18.** D

2 **1.** A (Though → Because)
2. C (promoted → was promoted)
3. C (that → so that)
4. B (but → ∅)
5. C (because → and)
6. C (mustn't → must)
7. B (although → because)
8. C (but → so)

IV Reading

1 **1.** D **2.** B **3.** B **4.** C **5.** A **6.** B **7.** A **8.** A

2 **1.** B **2.** D **3.** A **4.** C **5.** A **6.** B **7.** D **8.** C

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

V Speaking

1 **1.** B **2.** A **3.** A **4.** B **5.** D **6.** C **7.** B **8.** A

2 **Suggested answer:**

This summer I want to work as a home tutor to secondary school students. I can teach maths and science subjects to 6th or 7th graders. To do the job, I need to know the subjects I am going to teach well. I have to prepare the lessons well before each teaching session, and I also need to prepare for some unexpected questions that students might ask during the session. I'll be responsible for my students' progress, and will have to be patient and caring to make sure students understand the lesson. I want to work as a tutor because I want to have some tutoring experience and because I want to study at university for a degree in education. I hope this summer job will develop my passion for teaching and helping people to become successful learners.

VI Writing

1 **1.** A **2.** C **3.** D **4.** C **5.** B **6.** A **7.** B **8.** D

2 **1.** Many people believe that career success depends not only on hard work, but also on networking and communication skills.

2. To get a promotion, an employee should not only perform well on the job, but also be able to demonstrate leadership qualities.

3. After graduating from university, some students prefer to start their own business instead of working for a company.

4. If you want to be successful in the workplace, it is important to have a clear understanding of your strengths and weaknesses.

5. Working long hours without taking breaks can lead to burnout, which can have a negative impact on your mental and physical health.

6. In order to build a successful career, it is important to have a long-term plan and to be willing to make sacrifices along the way.

7. Although technology has left many people out of work, it has also created many new jobs.

8. In today's competitive job market, it is important to have a wide range of skills and to be able to adapt to changing circumstances.

3 **Suggested answer:**

Dear Sir or Madam,

Re: Application for the position of a part-time sales assistant

I am writing to apply for the position of a part-time sales assistant that was advertised on your website. As a secondary school student, I am keen to gain some work experience during my summer holidays.

I have no experience in customer service and sales, I have excellent communication skills. I am confident that I can provide excellent service to customers and assist them in finding the products they need.

I also want to learn how a clothing store works. This job can help me develop important skills such as problem-solving, teamwork and time management.

I consider myself to be reliable, hard-working, and enthusiastic. I can speak English fluently, so I can communicate with foreign customers quite comfortably.

I would be delighted to meet you in person to discuss my application. I will be available for an interview any afternoon during the week. If my application is successful, I will be able to start working from 30 May when I finish my exams.

Thank you for taking the time to consider my application. I look forward to hearing from you soon.

Yours faithfully,

(Your name)

Test yourself 2

1. A (The *-ed* ending is pronounced /ɪd/; other words: the *-ed* ending is pronounced /d/.)

2. B (The underlined part is pronounced /ɔː/; other words: the underlined part is pronounced /əʊ/.)

3. B (The stress is on the second syllable; other words: the stress is on the first syllable.)

4. D (The stress is on the first syllable; other words: the stress is on the second syllable.)

5. A (Both 'resident' and 'inhabitant' mean 'a person who lives in a particular place'.)

6. C ('casual' means 'not permanent or done in a short period of time'.)

7. D ('reliable' means 'that can be trusted to do something well'.)

8. A ('demanding' means 'needing a lot of skill, effort, etc'.)

9. A ('I would like to complain about' is used to make complaints.)

10. C ('I'm really nervous about it' is used to express anxiety.)

11. B (We use the present perfect tense to say how many times something has happened with the following structure: *This + be + the first time + Subject + have/has (done)...*)

12. C (We use the present perfect tense for a unique experience with the following structure: *It/This + be + the best +* noun + Subject + *have/has (ever done)...*)

13. C (We use double comparatives to show change.)

14. D (We use double comparatives to say that two things change together.)

15. A ('in fact' is used to add something, especially something surprising.)

16. B ('as a result' is used to show that one thing is caused because of something else.)

17. D ('not only ... but also ...' is used to emphasise that something else is also true.)

18. A ('so that' is used to introduce a clause of purpose.)

19. A ('moreover' is used to introduce some new information that adds to or supports what you have said previously.)

20. C ('such ... that' is used in an adverbial clause of result to indicate the result of an action or situation.)

21. C (We use double comparatives to show change.)

22. A (We use double comparatives to say that two things change together.)

23. C ('if' is used to introduce a clause that gives a condition'.)

24. D ('although' is used for introducing a statement that makes the main statement in a sentence seem surprising.)

25. B (We often use the present perfect tense for a unique experience with the following structure: *It/This + be + the best* + noun + Subject + *have/has (ever done)*...)

26. B ('to get promoted' means 'to move somebody to a higher rank or more senior job'.)

27. C ('because' is used in a complex sentence to show the reason.)

28. D ('who' is a relative pronoun referring to a person in the previous clause.)

29. A ('to encourage' means 'to persuade somebody to do something; encourage somebody to do something'.)

30. B ('towards' means 'being with the aim of obtaining something'.)

31. B (The main idea is based on all three paragraphs, and the passage discusses the advantages and disadvantages of working from home in paragraphs 2 and 3 respectively.)

32. D (Paragraph 2 mentions that working from home allows employees to 'choose when to start and finish their working day as long as they complete all tasks on time and meet the deadlines'.)

33. B ('their' refers to employees', this is the closest plural noun preceding the possessive adjective.)

34. A ('distractions' means 'interruptions'.)

35. D (Paragraph 3 mentions employee's isolation from their colleagues and organisation (Option A), no in-person meetings or supervision (Option B), distractions (Option C).)

36. D (The main idea is based on all four paragraphs, and the passage discusses the positive and negative effects of urbanisation in paragraphs 2 and 3 respectively.)

37. B ('concentration' means 'a lot of people gathered in one place.')

38. B (Paragraph 2 only mentions the increase in income (Option A), job opportunities (Option C) and modern facilities or services (Option D).)

39. A ('appealing' means 'attractive'.)

40. A ('come at a big price' is an idiom to describe something unpleasant happening as a result of some action.)

41. D ('they' refers to local residents; this is the closest plural nouns that refers to someone that 'can't afford to either buy or rent'.)

42. C (Paragraph 4 mentions 'the best way to minimise the problems caused by it is to plan for the growth'.)

43. B ('Although' is used in a complex sentence to add a statement that balances or reduces the effect of what you have just said.)

44. A (We use double comparatives to say that two things change together.)

45. B (went → have been) (We use the present perfect tense to say how many times something has happened with the following structure: *This + be + the second time* + Subject + *have/has (done)*...)

46. A (Unless → If) ('unless' is used to connect two clauses in a sentence that gives a condition and means 'except if'.)

47. C (but → ∅) ('although' is already used to connect the two clauses in the complex sentence, so we don't need another conjunctive, 'but', in the sentence.)

48. A ('unless' is used to connect two clauses in a sentence that gives a condition and means 'except if'.)

49. C ('so that' is used to introduce a clause of purpose.)

50. D ('not only ... but also ...' is used to emphasise that something else is also true.)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 6

I Pronunciation

1 **1.** D **2.** C **3.** B **4.** D

2 **1.** B **2.** D **3.** C **4.** A

II Vocabulary

1 **1.** C **2.** A **3.** B **4.** D

2 **1.** C **2.** B **3.** C **4.** D

3 **1.** B **2.** C **3.** D **4.** C **5.** A **6.** B **7.** C **8.** A

4 **1.** activate **2.** advanced **3.** applications **4.** analyse
5. intelligence **6.** personalised/personal **7.** reality **8.** recognition

III Grammar

1 **1.** C **2.** A **3.** B **4.** C **5.** B **6.** A
7. B **8.** D **9.** C **10.** B **11.** B **12.** A

2 **1.** B (have → will have) **2.** D (check → checked)
3. B (has → have) **4.** D (explore → to explore)
5. D (with → by) **6.** B (rehearsed → rehearse)
7. B (made → make) **8.** C (to take → taken)
9. C (to be performed → perform) **10.** C (his → their)
11. B (had → have) **12.** C (sort → sorted)

IV Reading

1 **1.** C **2.** B **3.** D **4.** A **5.** C **6.** B **7.** A **8.** C

2 **1.** B **2.** D **3.** A **4.** C **5.** D **6.** B **7.** B **8.** A

V Speaking

1 **1.** B **2.** C **3.** D **4.** A **5.** B **6.** C **7.** A **8.** D

2 **Suggested answer:**

Speech recognition software is widely used today. It is a programme used for turning human speech into written text. As the technology becomes cheaper and faster, we are seeing more applications of it in learning.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

First, speech recognition software can be used to help us learn languages. For example, we can practise our pronunciation by speaking into apps on our smartphones. Automatic speech recognition software can be used to assess our pronunciation skills. We can use the software when we need to practise our speaking skills or want to check whether we're pronouncing certain words or phrases correctly.

Speech recognition software can also support learners with disabilities. The software can be used to create subtitles for educational videos, which would be helpful for students who are deaf or hard of hearing. It can also be helpful for students who speak English as a second language.

Another application that we can benefit from is creating transcripts of lectures or classroom discussions. We can go back to them to review any points that were not clear or share them with classmates who miss lessons. Transcripts can also make our revision easier.

VI Writing

1 **1.** A **2.** B **3.** A **4.** C **5.** B **6.** A **7.** C **8.** D

2 **1.** Ms Maia has (her) groceries delivered to her home twice a week.

2. Why don't you get a kitchen robot to prepare your meals every day?

3. We had all our documents translated by the/an app yesterday.

4. Can we get a new facial recognition system installed this month?

5. You should get an engineer to check your smart lighting system.

6. My brother is having his eyes tested by an optician at the moment.

7. Did Pamela have her leg broken in the car crash?

8. He gets a home robot to clean his house and do the washing every day.

3 **Suggested answer:**

The pros and cons of robots in the workplace

Robots are machines that are programmed to do tasks without the help of a human. They can also be set up to do a job, so they are widely used in different fields such as marine research or space exploration, and industries like car manufacturing and food preparation. Robots have both advantages and disadvantages in the workplace.

Let's look at the advantages first. Robots can help solve labour shortages in some industries. Smart robots can replace human workers taking on repetitive and dangerous jobs. Robots can also work with no breaks or holidays. This leads to another advantage which is improved efficiency and productivity. Robots are not affected by the environment or emotions. They don't get ill or distracted so they seldom make mistakes and are more accurate than humans.

However, there are also disadvantages of using robots. First, all the robots and other intelligent machines are designed by human beings. Robots need to be pre-programmed by engineers and can only follow a set of instructions. If a robot breaks down, it will become a good-for-nothing machine and may even injure people. In addition, robots don't have powerful brains and cannot work creatively in difficult situations.

In short, robots are designed to support human beings. No matter how smart they are, robots will never replace people, but they will continue to play an important role in the workplace.

Unit 7

I Pronunciation

1 **1.** C **2.** B

2 **1.** D **2.** A

3 **1.** A **2.** C **3.** D **4.** C

II Vocabulary

1 **1.** D **2.** A **3.** C **4.** C **5.** A **6.** B **7.** B
8. A **9.** C **10.** C **11.** D **12.** C **13.** B **14.** D

2 **1.** A **2.** B **3.** A **4.** A **5.** B **6.** A

3 **1.** C **2.** A **3.** D **4.** A **5.** A

III Grammar

1 **1.** D **2.** D **3.** B **4.** D **5.** C **6.** D **7.** C **8.** C
9. A **10.** C **11.** D **12.** B **13.** B **14.** B **15.** D **16.** B

2 **1.** C (so that → that) **2.** B (such → so)
3. A (very → so) **4.** A (As if → As)
5. B (as → as if) **6.** C (telling → told)
7. D (knows → knew) **8.** C (as if → as/like)

IV Reading

1 **1.** C **2.** B **3.** B **4.** D **5.** A **6.** A **7.** A **8.** C

2 **1.** C **2.** B **3.** D **4.** C **5.** B **6.** A **7.** A **8.** D

V Speaking

1 **1.** A **2.** B **3.** D **4.** B **5.** D **6.** B **7.** A **8.** A

2 **Suggested answer:**

Both printed newspapers and online news are very popular today, but there are certain differences between them. First, most printed newspapers are not free while there are many websites where you can get your news for free. Most people don't go to the shop to buy a newspaper if they can look at the news online. However, once you buy a printed newspaper, you can enjoy reading it anywhere and anytime as you won't need the Internet. By contrast, online news, although immediately accessible and very convenient, can only be accessed using the Internet. In terms of presentation, printed newspapers only present news in a visual form while online news includes audiovisual content. In addition, online news is more interactive as you can comment on articles. However, many people are concerned that online news may be less credible than printed newspapers which have better fact-checking practices.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

VI Writing

1 Key/Suggested answers:

1. It's so easy to post information on the Internet that there is growing concern about the reliability of information there.
2. Printing leaflets is such a cost-efficient way of spreading information that many advertisers use them.
3. My grandfather still listens to the news on the radio every morning like he did 50 years ago.
4. He is asking me a lot of personal questions as if we were close friends.
5. My mother is baking a cake for me like she always does on my birthday.
6. The Internet connection is so poor that I cannot read the news on my phone.
7. There was such a high demand for the new smartphone model that it was out of stock in just a few hours.
8. Avoid trusting every news item you read online as if everything there came from reliable sources.

2 **1.** B **2.** D **3.** C **4.** B **5.** A **6.** B **7.** C **8.** D

3 Suggested answer:

The pie charts illustrate the main news sources for people living in two cities, Clayton and Springvale, in 2020. Overall, television and the Internet were the most popular sources for both cities.

As can be seen from the pie charts, television was the most common way for people in Clayton to access daily news, with 43 per cent. Similarly, 40 per cent of people in Springvale got daily news from television. However, the most common news source for more than half of Springvale residents was the Internet. In Clayton, this figure was smaller, at around 30 per cent.

Printed newspapers were a much more common news source in Clayton, with nearly 20 per cent of people as opposed to only 2 per cent in Springvale. In neither city, radio was very popular since no more than 5 per cent of people turned to it every day. The unspecified sources of news accounted for a very small percentage in both cities, at below 3 per cent.

Unit 8

I Pronunciation

1 **1.** A new conservation park has been built in the north of the country.
/ˌkɒnsəˈveɪʃm ˈpɑːk/ /bɪm ˈbɪlt/

2. This species used to be found in different places, but now it's disappearing.
/ˈdɪfrənp ˈpleɪsiz/

3. Keeping a pet monkey is illegal in many countries.
/ˈpep ˈmʌŋki/ /ɪm ˈmeni/

4. The North Sea has many marine mammals in it, including dolphins and whales.
/ˈnɔːs ˈsiː/ /məˈriːm ˈmæmlz/

2 **1.** A **2.** B **3.** C **4.** D

II Vocabulary

1 **1.** C **2.** D **3.** B **4.** A **5.** A
6. A **7.** B **8.** D **9.** A **10.** D

2 **1.** D **2.** C **3.** D **4.** D **5.** B **6.** D **7.** C **8.** A

3 **1.** B **2.** B **3.** B **4.** A **5.** C **6.** B

III Grammar

1 **1.** B **2.** A **3.** A **4.** A **5.** B **6.** A
7. D **8.** C **9.** C **10.** A **11.** D **12.** B
13. B **14.** A **15.** A **16.** A **17.** C **18.** C

2 **1.** D (keep → keeping)
2. A (As if → If)
3. A (will set → sets)
4. B (dropped → drops)
5. B (would → will)
6. D (approaching → approached)
7. A (Unless → If)
8. C (relies → rely)

IV Reading

1 **1.** B **2.** A **3.** C **4.** D **5.** C **6.** B **7.** A **8.** D

2 **1.** B **2.** B **3.** A **4.** C **5.** A **6.** B **7.** D **8.** C

V Speaking

1 **1.** B **2.** B **3.** B **4.** A **5.** D **6.** B **7.** B **8.** C

2 **Suggested answer:**

Rhinoceros, one of the oldest and most iconic animal species on the planet, are critically endangered animals. The population of all five species of rhinos has declined dramatically. The threats facing rhinos include habitat loss caused by human activity, poaching to meet the high demand for their horns, and climate change.

To protect rhinos, it is important to restore and preserve their habitats by reducing deforestation and creating protected areas for the animals. It is also essential to stop

poaching by introducing stricter punishments for rhino hunters. Encouraging community-based conservation programmes that provide alternative livelihoods to local people can also help prevent poaching. Additionally, governments and wildlife charity organisations should run education and awareness campaigns about the importance of rhino protection to increase public support for rhino conservation efforts.

In conclusion, immediate action is required to save rhinos from extinction. By restoring and preserving their habitats, stopping poaching, and increasing public awareness, we can make sure their numbers start to grow.

VI Writing

1 **1.** A **2.** C **3.** B **4.** D **5.** B **6.** A **7.** C **8.** D

2

1. The lion is known as the king of the jungle because of its beautiful appearance and powerful roar.

2. The cheetah, considered the fastest land animal, can reach speeds up to 70 miles per hour.

3. Elephants have a remarkable memory and can remember their family members for many years.

4. Climate change could cause many species of animals to become endangered and face the risk of extinction.

5. Tigers have distinctive stripes which help them to blend into their surroundings and hunt more successfully.

6. Polar bears rely on sea ice for hunting and are greatly affected by the melting of the Arctic ice cap.

7. The migration of wildebeest in Africa is one of the most spectacular natural events in the world.

8. Sharks are often misunderstood and portrayed as ruthless killers in popular culture, but they play a vital role in maintaining the health of ocean ecosystems.

3 **Suggested answer:**

Introduction

This report describes the threats facing saola and suggests some solutions to the problem.

Threats

The saola, also called the 'Asian unicorn', is a critically endangered animal due to habitat loss and hunting. It is believed that there are no more than 750 saola in the wild. Deforestation, agriculture, logging, and urbanisation have destroyed the saola's forest habitats, leading to a significant decline in their population. Poaching for their meat, horns, and bones has further reduced their numbers.

Solutions

To save the saola, we must protect their habitats by reducing deforestation. Local communities should be educated about the importance of preserving the species. Local authorities should provide alternative livelihoods to poachers to discourage illegal hunting. Strict anti-poaching laws and punishments are necessary to stop the illegal trade in saola products.

In addition, conservationists and researchers should monitor the saola's population and behaviour and develop conservation strategies based on their findings. The saola's survival is important for the health of their ecosystem.

Conclusion

In conclusion, immediate action is necessary to protect the saola from extinction. By protecting their habitats, educating the local communities, enforcing anti-poaching laws, and monitoring their population, we can ensure the survival of this critically endangered species.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Test yourself 3

1. A (The *-ed* ending is pronounced /**t**/; other words: the *-ed* ending is pronounced /**d**/.)

2. B (The underlined part is pronounced /**eɪ**/; other words: the underlined part is pronounced /**ə**/.)

3. B (The stress is on the second syllable; other words: the stress is on the first syllable.)

4. D (The stress is on the third syllable; other words: the stress is on the first syllable.)

5. A ('publicity' means 'the attention that is given to somebody or something by newspapers, television, etc.'.)

6. C ('to observe' means 'to watch and check something over a period of time in order to see how it develops, so that you can make any necessary changes'.)

7. D ('capable' means 'having the ability or qualities necessary for doing something'.)

8. A ('credible' means 'that can be believed or trusted, or is reliable'.)

9. B ('Sorry for the interruption' is used to interrupt someone politely.)

10. C ('What happened?' is used to express concern.)

11. B (*have* + *something* + past participle: the passive causative is used when the thing is done for the subject by someone else.)

12. C (*get* + *something* + past participle: the passive causative is used when the thing is done for the subject by someone else.)

13. D (*get* + *someone* + *to*-infinitive: the active causative is used when the subject causes the object to do something.)

14. D (*get* + *something* + past participle: the passive causative is used when the thing is done for the subject by someone else.)

15. A (*get* + *someone* + *to*-infinitive: the active causative is used when the subject causes the object to do something.)

16. B ('as if' is used in an adverbial clause of manner to explain how something is done.)

17. D ('so ... that' is used in an adverbial clause of result to indicate the result of an action or a situation.)

18. A ('such ... that' is used in an adverbial clause of result to indicate the result of an action or a situation.)

19. A ('so ... that' is used in an adverbial clause of result to indicate the result of an action or a situation.)

20. C ('as if' is used in an adverbial clause of manner to explain how something is done.)

21. B ('if' is used to introduce a clause that gives a condition.)

22. A ('unless' is used to introduce a clause that gives a condition and means 'except if'.)

23. D ('as ... as' is used in an adverbial clause of comparison to describe how something such as a skill, size, or amount compares to something else.)

24. B ('more ... than' is used in an adverbial clause of comparison to describe how something such as a skill, size, or amount compares to something else.)

25. C ('provided that' is used to introduce a clause that gives condition and means 'only if'.)

26. B ('endangered' means 'being at risk of no longer existing'.)

27. C ('fewer than' is used to indicate a smaller number of people, animals or things.)

28. C ('habitat' means 'the place where a particular type of animal or plant lives'.)

29. D ('for' is used to show the purpose.)

30. A ('where' is a relative pronoun used to introduce a relative clause indicating a place.)

31. B (The main idea is based on all four paragraphs, and the passage discusses both the advantages and disadvantages of electronic media in paragraphs 2 and 3 respectively.)

32. D (Paragraph 2 mentions that 'electronic media doesn't use paper and is considered more environmentally friendly'.)

33. B ('multimedia' means 'the use of sound, pictures, and film or audiovisual aids in addition to text on a screen'.)

34. A ('they' refers to readers, this is the closest plural noun referring to someone that can 'read newspapers online'.)

35. D (Paragraph 3 mentions that online newspaper forces readers to watch too many adverts (Option A), does not provide detailed or accurate information (Option C), but allows them to choose to hear, watch, or read according to their preference as indicated in paragraph 2 (Option B)).

36. D (The main idea is based on all three paragraphs, and the passage discusses how AI can be applied to wildlife conservation in paragraphs 2 and 3.)

37. B ('emergence' means 'the fact of starting to exist or the appearance for the first time'.)

38. B (Paragraph 2 only mentions tracking animals and poachers, alerting rangers to illegal activities, and noticing illegal cars and boats.)

39. A ('cutting-edge' means 'being at the newest, most advanced stage in the development of something'.)

40. D ('they' refers to scientists; this is the closest plural noun referring to people that can 'discover strong evidence'.)

41. A (Paragraph 3 mentions the role of AI in 'collecting data and analysing the factors affecting wildlife' to help 'governments and organisations respond to critical situations in the quickest way possible'.)

42. C (This is a conclusion based on all given information in the passage.)

43. B ('such ... that' is used in an adverbial clause of result to indicate the result of an action or a situation.)

44. C ('unless' is used to introduce a clause that gives a condition and means 'except if'.)

45. C (upgrade → upgraded) (*have* + *something* + past participle: the passive causative is used when the thing is done for the subject by someone else.)

46. B (so → such) ('*such* + noun phrase + *that*' is used in an adverbial clause of result to indicate the result of an action or a situation.)

47. C (would → will) ('unless' is used to introduce a clause that gives a condition, and the main clause should be in future tense.)

48. A (*have* + *something* + past participle: the passive causative is used when the thing is done for the subject by someone else.)

49. C ('if' is used to introduce a clause that gives a condition, in this case the second conditional for imaginary situations.)

50. D ('provided that' is used to introduce a clause that gives a condition and means 'only if'.)

Unit 9

I Pronunciation

1 **1.** I'm looking for a part-time job to get some work experience.
2. I saw a job advertisement on the school website a couple of days ago.
3. I want to apply for the job because it'll give me the opportunity to develop soft skills.
4. Now I need a person to help me write my CV and an application letter.

2 **1.** D **2.** A **3.** B **4.** C

II Vocabulary

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** A **2.** B **3.** D **4.** C

3 **1.** D **2.** C **3.** B **4.** A

4 **1.** in demand **2.** automated **3.** soft skills **4.** adapt
5. pursue **6.** work experience **7.** CV **8.** stressful situations

III Grammar

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** B (in → down) **2.** C (with → to) **3.** D (on → for) **4.** A (down → through)
5. D (on → up) **6.** A (up → down) **7.** B (on → up) **8.** B (with → on)

3 **1.** She gets on with everyone in her workplace.
2. My brother didn't live up to my parents' expectations.
3. I am looking forward to receiving their reply.
4. I can't put up with his rude behaviour any longer.
5. Do you think they will cut down on staff?
6. I don't like his behaviour because he always looks down on other people.
7. I'm afraid I can't come up with an answer right now.
8. It is very difficult to get through to him because his mobile phone is always busy.

IV Reading

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** C **2.** A **3.** B **4.** C **5.** A **6.** C **7.** D **8.** A

V Speaking

1 **1.** A **2.** C **3.** D **4.** B **5.** A **6.** C **7.** D **8.** B

2 **Suggested answers:**

1. After leaving school, I want to go to university and train to become a teacher of English. I want to teach English to school children.

2. I believe that the job of a teacher of English will be suitable for me because English is my favourite subject at school. In addition, I'm also very good at it. I want to help other children, especially the ones in disadvantaged areas, to learn English better because I know English will give them more educational and work opportunities.

3. I talked with my parents about my plans. I also asked my English teacher for some advice. They all agreed that teaching English would be a good choice for me.

4. I have read some books about the knowledge and skills that a teacher needs. I have also spent a lot of time practising my spoken English and reading English books. In addition, I am currently working as a tutor to my cousins, helping them learn English.

5. I think I will need financial support from my parents during my study time at university. I need to pay for accommodation, meals, and learning materials.

VI Writing

1 **1.** My brother is passionate about designing buildings.

2. Doctors are always in high demand.

3. You need to take the job requirements into account before applying for it.

4. We need to change to adapt to the new working environment.

5. A number of jobs have been automated.

6. Unless we find some part-time jobs while still at school, we won't gain any work experience.

7. Do you have to deal with stressful situations at work?

8. I always try to get on with my colleagues.

2 **1.** A responsible and enthusiastic senior secondary school student is looking for a part-time job.

2. My brother is passionate about working as a tour guide and travelling to different places.

3. Every Saturday, my sister works as a childminder to supervise children while their parents are away.

4. She helps the children (to) do their homework and learn new concepts.

5. We need volunteers to tutor children in maths and English at the local orphanage.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 Suggested answer:

CURRICULUM VITAE

Personal details

Full name: Hoang Thu Hang

Phone: 122346765

Email: thuhang@webmail.com

Personal statement

Enthusiastic and responsible senior secondary school student. Passionate about reading and learning, with good organisation skills. Looking for a part-time job in order to gain experience.

Education

Nguyen Trai Senior Secondary School, Ha Noi — 20XX-present

Ly Thuong Kiet Junior Secondary School, Ha Noi — 20XX-20XX

Extracurricular activities: Active member of the school reading club, responsible for organising the school's monthly book exchange days

Work experience

Volunteer at the school library — 20XX-present

- Help librarians organise the new books and other materials when they arrive
- Help library users find the books and materials they want to borrow

Skills

Strong teamwork skills

Excellent communication skills

Hobbies and interests

Reading books

References

Available upon request

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 10

I Pronunciation

1 **1.** Is lifelong learning important in the workplace? ↗

2. How long does it take to complete this online course? ↘

3. Are classes held on weekdays ↗ or at the weekend ↘?

4. The course is still open for registration, isn't it? ↘ The deadline is tomorrow.

2 **1.** A **2.** B **3.** C **4.** D

II Vocabulary

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** D **2.** C **3.** B **4.** A

3 **1.** A **2.** B **3.** C **4.** D

4 **1.** maintain **2.** informed **3.** night school

4. distance learning **5.** learning communities **6.** adult education

7. wondering **8.** widened

III Grammar

1 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

2 **1.** B (cutting → cut) **2.** C (taking up → to take up)

3. A (not sharing → not to share) **4.** B (to showing → to show)

5. A (register → to register) **6.** B (saving → to save)

7. C (posted → post) **8.** B (cooked → cook)

3 **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

IV Reading

1 **1.** A **2.** B **3.** C **4.** B **5.** D **6.** B **7.** C **8.** D

2 **1.** A **2.** B **3.** D **4.** C **5.** D **6.** B **7.** C

V Speaking

1 **1.** A **2.** C **3.** D **4.** B **5.** A **6.** C **7.** D **8.** B

2 **Suggested answers:**

1. I think lifelong learning is very important, especially in today's ever-changing world. We need to learn new knowledge and skills all the time to keep up with the changes.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2. After leaving school, I will study at a vocational school to become a tour guide. This may only take two years. But after these two years, I think I will continue to learn other foreign languages, such as Korean, Chinese, or Japanese. I think I will need these languages for my future career.

3. Well, I think lifelong learning has lots of benefits and it'll help me succeed at my job. I will be able to develop professionally, and I think I will have an interesting life when I learn new things.

4. Certainly, there will be lots of challenges as well. I may find it difficult to work and continue learning at the same time. I may not have enough time to relax and hang out with my friends. Lifelong learning may also be expensive if I have to pay for any courses.

5. I think I may need support from my future employer and my family. My future employer may have to let me work flexible hours so that I can have time for learning new skills and knowledge. I also expect my parents to support me financially while I am studying full-time.

VI Writing

1 **1.** Nam asked his teacher (to tell him) about the benefits of learning foreign languages.

2. Lan asked Hiroko (to tell her) how to say "hello" in Japanese.

3. Kien's father told him not to register for the course if he was not interested in the subject.

4. My father told me to study English or another foreign language in my free time.

5. My mother offered to ask her friends for information about the course I wanted to study.

6. My teacher advised us to learn foreign languages because they would help us see the world from different perspectives.

7. Mr Vu advised us/me to learn English because it would help us/me to work and live abroad more easily.

8. Professor Lam advised/told his students to learn foreign languages to keep their brain active and boost their memory.

2. **1.** One challenge of learning a foreign language is that it really takes a lot of time.

2. You need to dedicate at least one hour per day to learning a new language.

3. Another obstacle to learning a foreign language is that it can be expensive.

4. You need to spend money buying books, audio and visual materials, and paying for your classes.

5. Another challenge of learning foreign languages is the lack of opportunities to practise them.

3 **Suggested answer:**

Benefits and challenges of learning foreign languages

Learning foreign languages is getting more and more popular in today's world. The ability to use different languages provides a lot of interesting experiences. It also brings many benefits as it helps us understand the world around us more and provides us with better opportunities. However, language learners can also face challenges. So what are these benefits and challenges?

Let's start with the benefits. First, learning foreign languages helps us see the world from different perspectives. This is because language learners are influenced by the ways of thinking and doing of people of different cultures. In addition, speaking a foreign language can also help people work and live abroad more easily. They will be able to find well-paid jobs and adapt to the new environment quickly if they can communicate with the locals.

What about the challenges of lifelong learning? In fact, foreign language learning takes time. You will need to dedicate at least one hour per day to learning a new language. This requires strong commitment. In addition, learning foreign languages can also be very expensive. You need to spend money buying books, audio and visual materials, and paying for your classes as well.

In conclusion, learning foreign languages has many benefits, but it can also be challenging. However, in my opinion, despite all the drawbacks we should try to overcome the challenges and learn at least one foreign language in our lifetime.

Test yourself 4

1. A (The *-ed* ending is pronounced /ɪd/; other words: the *-ed* ending is pronounced /d/.)

2. B (The underlined part is pronounced /aɪ/; other words: the underlined part is pronounced /ɪ/.)

3. B (The stress is on the first syllable; other words: the stress is on the second syllable.)

4. D (The stress is on the second syllable; other words: the stress is on the first syllable.)

5. A ('to hire' means 'to give somebody a job or to employ somebody'.)

6. C ('to brush up on' means 'to quickly improve a skill, especially when you have not used it for a time'.)

7. D ('to catch up on' means 'to reach the same level or standard as somebody who was better or more advanced, not fall behind'.)

8. A ('hardship' means 'a situation that is difficult and uncomfortable because you do not have enough money, food, clothes, etc'.)

9. B ('Let me clarify them' is used to give clarification.)

10. C ('Thanks a million' is an informal way of thanking.)

11. B ('to fall down on something' means 'to not be good at something in comparison with another thing'.)

12. C ('to look forward to' means 'to be thinking that something is going to happen because you expect to enjoy it'.)

13. C ('to cut down on' means 'to reduce the size, amount, or number of something'.)

14. D ('to live up to' means 'to do as well as or be as good as other people expect you to'.)

15. A ('to get on with' means 'to have a friendly relationship with somebody'.)

16. B ('to keep up with' means 'to learn about or be aware of the news, current events, etc.'.)

17. D ('to catch up on' means 'to spend extra time doing something because you have not done it earlier'.)

18. A ('to get down to' means 'to give serious attention to something'.)

19. A ('to encourage somebody to do something' means 'to persuade somebody to do something by making them believe it is a good thing to do'.)

20. C ('to offer to do something' means 'to say that you are willing to do something for somebody'.)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

21. B ('to persuade somebody to do something' means 'to make somebody do something by giving them good reasons for doing it'.)

22. A ('to warn somebody to do something' means 'to strongly advise somebody not to do something in order to avoid danger or punishment'.)

23. D ('to agree to do something' means 'to say that you will allow something to happen'.)

24. B ('to remind somebody to do something' means 'to help somebody remember something important that they should do'.)

25. C ('to request to do something' means 'to ask for something or ask somebody to do something in a polite or formal way'.)

26. B ('job advertisement' means 'a notice, picture or film telling people about a job'.)

27. C ('if' is used to introduce a clause .)

28. D ('jobseekers' means 'people who are trying to find a job'.)

29. A ('to contact somebody' means 'to communicate with somebody'.)

30. B ('shortlisted' means 'be put on a list for a job or a prize'.)

31. B (The main idea is based on all four paragraphs, and the passage discusses three factors to consider when a person wants to choose a job in paragraphs 2, 3, and 4.)

32. D (Paragraph 2 mentions that employees can 'have a proper work-life balance' if they choose a job with suitable working hours.)

33. B ('perk' means 'something you receive in addition to your wages for doing a particular job'.)

34. A (Paragraph 4 mentions that 'If you have supportive managers and colleagues, you will be motivated to work harder and overcome any challenges.')

35. D (Paragraph 3 mentions that jobseekers should opt for a job covering their cost of living (Option A), negotiate and include benefits and perks in their contract (Option B); paragraph 4 mentions that your career path should fit into your dreams and long-term goals (Option C).)

36. D (The main idea is based on all four paragraphs, and the passage discusses difficulties facing older adults when trying to participate in lifelong learning in paragraphs 2, 3, and 4.)

37. B ('capacity' means 'the ability to understand or to do something'.)

38. B (Paragraph 2 only mentions lower capacity for participating in learning activities (Option A), the effects of ageing on vision and hearing (Option C), and more time needed to recall prior knowledge and skills (Option D).)

39. D ('they' refers to people who face financial difficulties.)

40. A ('to make ends meet' is an idiom meaning 'to earn just enough money to be able to buy the things you need.')

41. A (Paragraph 3 mentions that older adults 'have their own particular life situation including work or family responsibilities'.)

42. C (Paragraph 4 mentions that older adults joining a learning community will have a strong motivation to learn, which will help them overcome many difficulties.)

43. D (down → through) ('to get through to' means 'to make somebody understand or accept what you say'.)

44. C (warn → remind) ('to remind somebody to do something' means 'to help somebody remember something important that he/she should do'.)

45. D (up → on) ('to get on with' means 'to have a friendly relationship with somebody'.)

46. A ('to advise somebody to do something' means 'to tell somebody what you think he/she should do in a particular situation'.)

47. C ('to offer to do something' means 'to say that you are willing to do something for somebody'.)

48. A ('to ask somebody to do something' is used to report requests.)

49. C ('to keep upgrading' means 'to keep something up to date'.)

50. D ('to cut down on' means 'to reduce the size, amount, or number of something'.)

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Nhà xuất bản Giáo dục Việt Nam xin trân trọng cảm ơn các tác giả có tác phẩm, tư liệu được sử dụng, trích dẫn trong cuốn sách này.

Chịu trách nhiệm xuất bản:
Chủ tịch Hội đồng thành viên – Tổng Giám đốc NGUYỄN TIẾN THANH

Chịu trách nhiệm nội dung:
Tổng biên tập PHẠM VĨNH THÁI

Biên tập lần đầu: LÊ THỊ HUỆ – VŨ THỊ LAI – NGUYỄN THỊ THANH XUÂN – ĐỖ THU GIANG
NGUYỄN THỊ HỒNG HÀ – LÊ KHÁNH TÙNG – TRỊNH QUỲNH ANH
NGUYỄN THỊ HỒNG NHUNG
Biên tập tái bản: NGUYỄN THỊ HỒNG HÀ
Biên tập mĩ thuật: NGUYỄN BÍCH LA
Thiết kế sách: PHẠM THỊ MINH THU
Trình bày bìa: BÙI QUANG TUẤN – PHÙNG DUY TÙNG
Sửa bản in: TRẦN THU HÀ
Chế bản: CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn xuất bản Giáo dục Pearson và biên tập viên Da Vessela Gasper.

Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam và Tập đoàn xuất bản Giáo dục Pearson, 2024.

Tất cả các phần của nội dung cuốn sách này đều không được sao chép, lưu trữ, chuyển thể dưới bất kì hình thức nào khi chưa có sự cho phép bằng văn bản của Nhà xuất bản Giáo dục Việt Nam và Tập đoàn xuất bản Giáo dục Pearson.

TIẾNG ANH 12 – GLOBAL SUCCESS – SÁCH GIÁO VIÊN
Mã số:

In ..... bản, (QĐ ... - NXBGDHN) khổ 20 x 28 cm.
Đơn vị in:.....
Cơ sở in:.....
Số ĐKXB: /CXBIPH/ /GD
Số QĐXB: .../QĐ-GD-HN ngày ... tháng ... năm .....
In xong và nộp lưu chiểu quý ..... năm .....
Mã số ISBN:

HUÂN CHƯƠNG HỒ CHÍ MINH

BỘ SÁCH GIÁO VIÊN LỚP 12 – KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Ngữ văn 12, tập một – SGV
2. Ngữ văn 12, tập hai – SGV
3. Chuyên đề học tập Ngữ văn 12 – SGV
4. Toán 12 – SGV
5. Chuyên đề học tập Toán 12 – SGV
6. Lịch sử 12 – SGV
7. Chuyên đề học tập Lịch sử 12 – SGV
8. Địa lí 12 – SGV
9. Chuyên đề học tập Địa lí 12 – SGV
10. Giáo dục kinh tế và pháp luật 12 – SGV
11. Chuyên đề học tập Giáo dục kinh tế và pháp luật 12 – SGV
12. Vật lí 12 – SGV
13. Chuyên đề học tập Vật lí 12 – SGV
14. Hoá học 12 – SGV
15. Chuyên đề học tập Hoá học 12 – SGV
16. Sinh học 12 – SGV
17. Chuyên đề học tập Sinh học 12 – SGV
18. Công nghệ 12 – Công nghệ Điện – Điện tử – SGV
19. Chuyên đề học tập Công nghệ 12 – Công nghệ Điện – Điện tử – SGV
20. Công nghệ 12 – Lâm nghiệp – Thuỷ sản – SGV
21. Chuyên đề học tập Công nghệ 12 – Lâm nghiệp – Thuỷ sản – SGV
22. Tin học 12 – SGV
23. Chuyên đề học tập Tin học 12 – Định hướng Tin học ứng dụng – SGV
24. Chuyên đề học tập Tin học 12 – Định hướng Khoa học máy tính – SGV
25. Mĩ thuật 12 – SGV
26. Chuyên đề học tập Mĩ thuật 12 – SGV
27. Âm nhạc 12 – SGV
28. Chuyên đề học tập Âm nhạc 12 – SGV
29. Hoạt động trải nghiệm, hướng nghiệp 12 – SGV
30. Giáo dục thể chất 12 – Bóng chuyền – SGV
31. Giáo dục thể chất 12 – Bóng đá – SGV
32. Giáo dục thể chất 12 – Cầu lông – SGV
33. Giáo dục thể chất 12 – Bóng rổ – SGV
34. Giáo dục quốc phòng và an ninh 12 – SGV
35. Tiếng Anh 12 – Global Success – SGV

Website: https://www.nxbgd.vn

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG